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ALBERTA HIRE A STUDENT HANDBOOK

Alberta Career Development
& Employment
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ALBERTA HIRE A STUDENT HANDBOOK

TABLE OF CONTENTS

Foreword	Page
I. THE ALBERTA HIRE A STUDENT PROGRAM	
A. Program Objectives	1
B. Program Players and Responsibility Areas	1
C. Committees and Their Student Staff	1
1. Hire A Student Committees	
2. Centre Managers	
II. LEGISLATION	
A. The Employment Standards Act	3
1. Age	
2. Wages	
3. Hours of Work	
4. If Problems Arise	
B. Human Rights	5
1. Canadian Human Rights Act	
2. Alberta Human Rights	
C. Citizenship	7
D. Social Insurance Number	7
E. Injury on the Job	8
F. Parental Consent	9
III. SERVICE TO EMPLOYERS AND THE COMMUNITY	
A. Employer Expectations of Hire A Student Staff	11
B. Employer Contact	12
1. Preparation for Employer Visits	
2. Employer Visits	
3. Expecting the Unexpected	
C. Service Club Presentations	16
1. How and When to Make Contact	
2. Service Club Presentation Outline	
3. Public Speaking Tips	
4. Sample Service Club Presentation	
D. Federal and Provincial Employment Programs	20
E. Job Order Management	20
1. Overview	
2. Employer Order Taking	
3. Completing the Order Register	
4. File Search	
5. Posting the Job Order	
6. Order Follow-up	
7. Fail to Report Policy	

F. Sample Forms	23
1. Employer Order Forms	
2. Order Register	
3. Sample Job Card - Regular Order	
4. Sample Job Card - Display Vacancy	
 IV. SERVICE TO STUDENTS	
A. Definition of a Student	31
B. Standards of Service	31
C. Components of Service	31
1. Self Referrals on Display Orders	
2. Assisted Referrals on Regular Job Orders	
3. Student Registrations	
4. Job Search Information Sessions	
D. Interviews	33
1. Pre-screening/Assisted Referral Interviews	
2. Enhanced Interview	
E. Job Referral Process	33
1. Regular Referrals	
2. Special Referrals	
3. Saying "No" to a Student's Request for Referral	
F. Non-Job Ready Students	35
G. Survival Hints	35
1. Dealing with Problem Clients	
2. Interview Tips	
3. More Interview Tips	
H. Sample Forms	38
1. Registration Forms	
2. Referral Forms	
I. Providing Job Search Information	43
 V. ADVERTISING AND PROMOTIONS	
A. Planning Your Promotional Campaign	70
1. Researching the Community and the the Local Hire A Student Program	
2. Evaluating the Current Situation	
3. Setting Your Objectives	
4. Brainstorming	
5. Drafting a Plan	
6. Implementing the Campaign	
7. Evaluating the Campaign	
B. Media Tips	77
1. Credit Line for Advertisements	
2. Ad Tagging	
3. Use of Pictures or Cartoons	
4. News Releases	
5. Radio	
6. Television	

VI DETAILS OF MANAGING A HIRE A STUDENT CENTRE

A. Available Supplies and Resource Materials	82
1. From Alberta Career Development and Employment	
2. From Employment and Immigration Canada	
B. Setting Up the Centre	82
C. Written Reports	83
1. Log Book	
2. Monthly Report	
3. Financial Statements	
4. Statistical Reports	
5. Final Report	
D. Records	93
1. Correspondence	
2. Reports	
3. Publicity	
4. Newsletters	
E. Closing the Hire A Student Centre	94
F. Getting Down to Work	94

FOREWORD

Welcome to your position as an Alberta Hire A Student Centre Manager. Your committee and you are the foundation and the focal point of this successful program.

This is the start of a challenging and rewarding summer. One of Hire A Student's aims is for you, as a Centre Manager, to develop skills and gain experience that you will find useful throughout your career. For example, you will learn how to organize and manage both an office and your time. Another goal is for you to assess your summer's work, determine your strengths and weaknesses, and develop strategies for performance improvement. Use this summer to learn and to grow. The more you put into your job, the more you will get out of it.

Your job is to help both students and employers. A priority for you this summer is to provide appropriate job search information to individuals and to clarify what employers expect of student staff. During your employer visits, ask business people what they like to see and then let students know what makes a good employee. By relaying this information, you address a major employer concern by helping students formulate realistic attitudes towards work.

This Handbook contains basis program and operational information. However, be aware that it is designed as an introduction to program operations and thus will not answer all your questions. By the end of the summer you will have developed ideas and recommendations that go well beyond what is covered in this publication. When you do need assistance, approach your committee members or area coordinator. These people are more than willing to help you upon request.

I. THE ALBERTA HIRE A STUDENT PROGRAM

A. Program Objectives

Hire A Student is a cooperative program sponsored by local community groups, Alberta and local Chambers of Commerce, Employment and Immigration Canada and Alberta Career Development and Employment. The program objective is to help students find jobs and to provide a service to employers. Job placement is done through 78 or more summer student employment centres throughout Alberta.

The goal of the placement service is to:

- encourage employers to use Hire A Student through basis public relations activities which support hiring students and/or endorse them as responsible members of the community,
- match qualified students with the jobs that employers list with Hire A Student centres, and
- inform individual students about job search techniques.

B. Program Players and Responsibility Areas

RESPONSIBILITY AREAS

Overall Coordination
and Communication

Administration

Delivery

Federal
Gov't
Regional
Headquarters

Canada
Employment
Centres

Student
Staff

PROGRAM PLAYERS

Alberta
Chamber of
Commerce

Provincial
Gov't
Headquarters &
Regional
Coordinators

Volunteer
Committees

Student Staff

C. Committees and Their Student Staff

1. Hire A Student Committees

Committees are comprised of volunteer community members who are interested in Alberta youth and are prepared to contribute time and expertise to the program. Where the Chamber of Commerce is active in the Hire A Student program, it is charged with forming the committee. Otherwise, another business or community organization accepts the responsibility.

A committee is responsible for:

establishing local direction compatible with the overall Hire A Student program,
encouraging participation and financial support from the community at large,
encouraging the community to provide jobs for students,
developing annual plans and budgets for the local Hire A Student centre and submitting it to the province for consideration,
ensuring the proper administration of all funds allocated or donated to the local program,
establishing a hiring board to interview and select student staff to manage the Hire A Student centre, and
providing supervision, direction and support for centre managers, including an orientation session on the first day of employment.

2. Centre Managers

The committee paid centre managers, high school or post-secondary students, often have to be "one-person shows" because at various times they are expected to act as a promotions expert, orator, secretary, or statistician. The duties of centre managers are to:

organize and operate a local Hire A Student centre according to committee direction,
register students looking for work,
provide students with information on the program, basic job search techniques, employment opportunities, and the process of completing job application forms,
contact individual employers, service clubs and other groups to inform them of the program, solicit support and promote student hiring practices,
receive job orders from employers and make suitable student referrals to available jobs, or if appropriate post on display order board,
plan and carry out a promotional campaign in the community,
respond to student and employer requests for further information on government programs,
maintain required records,
maintain a log book of daily activities,
prepare written and statistical reports as required and ensure submission is by the date specified,
organize job search group sessions,
perform other related duties as required.

Student staff will receive training and support from other senior student staff, called area coordinators.

II. LEGISLATION

It is essential that staff be familiar with the legislation which applies to student summer employment and understand how this legislation affects Hire A Student. This must be done before receiving student registrations and employer orders. This section contains the basic information applicable to students. If you have any questions or require more specific information, contact one of the offices listed after the appropriate section.

A. The Employment Standards Act

The Employment Standards Act was revised in 1988. The Alberta Department of Labour is responsible for this legislation, which was enacted to codify the mutual rights of employers and employees.

The regulations under the Act will be provided by your area coordinator at training and should be posted in your office. These regulations provide detailed legal information, so for quicker reference to labour laws, consult the Employment Standards pamphlet.

Certain aspects of the Employment Standards Act do not apply to domestic or farm labour jobs. For example, jobs at an employer's home or on a farm do not have to conform to minimum wages, parental consent or other requirements outlined in the Employment Standards Act. However, farm laborers and domestics other than baby-sitters are covered under the Act for wage recovery (i.e. the wage rate agreed to by an employer and the farm worker or domestic) and notice of termination.

The Act applies totally if the employer is a business firm or other registered employer. Thus mowing lawns, painting, or window washing at an office or other business is covered by the Employment Standards Act.

Below is a brief summary of some important considerations from the Employment Standards Act - "Adolescents and Young Persons Employment Regulation".

1. Age (Adolescents and Young Persons):

- a. Adolescents - Persons at least 12 years of age but under 15 may:

- make deliveries for a retail store
- deliver newspapers or flyers, or
- be a clerk in an office or a retail store

The parent/guardian of any adolescent must agree to the adolescent's employment and provide written consent to the employer.

Adolescents can work a maximum of 2 hours on a school day and a maximum of 8 hours on a non-school day.

Adolescents cannot work between 9:00 p.m. and 6:00 a.m.

Adolescents may also work in other types of employment if not injurious to the adolescent and approved by the Department of Labour.

- b. Young Persons - Persons 15 years of age and older, but under 18 cannot be employed between midnight and 6:00 a.m. at, or in connection with:

- any retail outlet selling food or beverages or any other merchandise
- a retail business selling gasoline or other petroleum products, or
- a hotel, motel, inn, etc.

Employment is permitted on such premises between 9:00 p.m. and midnight if the employee works with and is in the continuous presence of at least one other individual 18 years old or older.

Young persons can be employed between midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants and nursing homes, but must be in the continuous presence of one or more adults, and the employer must have the written permission of the young person's parent or guardian.

2. Wages

As of September 1, 1988, the minimum wage guidelines are as follows:

- \$4.00 per hour for students under 18, employed outside normal daily school hours or on a weekend, a vacation period or any other day the school is officially closed.
- \$4.50 per hour for all other employees.
- Salespersons paid by commission are entitled to \$180.00 per week. (Can be prorated).

3. Hours of Work

Overtime: Overtime is payable for work over eight hours a day or forty-four hours a week, whichever is greater. Overtime shall be paid at a rate not less than one and one-half times the regular wage.

Minimum hours of work: A student under 18 must be paid a minimum of \$8.00 if employed less than 2 consecutive hours. Other employees must be paid a minimum of \$13.50 if employed less than 3 consecutive hours.

4. If Problems Arise

Hire A Student centres provide information on labour regulations to students and employers, preferably by handing out the appropriate Employment Standards pamphlets. Hire A Student staff should **never** become directly involved in any dispute, other than to immediately inform the committee of the

situation. Instead, refer the complainant to the nearest Employment Standards Branch. Addresses and phone numbers for these offices are listed below:

CALGARY	- Deerfoot Junction, Tower 3 Room 3300, 1212 - 31 Avenue, N.E. Calgary, Alberta T2E 7S8 Phone: 297-4339
EDMONTON	- #403, 10339 - 124 Street Edmonton, Alberta T5N 3W1 Phone: 427-3731
GRANDE PRAIRIE	- #3501, Provincial Building 10320 - 99 Street Grande Prairie, Alberta T8V 6J4 Phone: 538-5253
LETHBRIDGE	- #377 Provincial Building 200 - 5 Avenue, South Bag 3014 Lethbridge, Alberta T1J 4C7 Phone: 381-5447
MEDICINE HAT	- #317, 770 - 6 Street, S.W. Medicine Hat, Alberta T1A 4J6 Phone: 529-3524
RED DEER	- 2nd Floor, Provincial Building 4920 - 51 Street Red Deer, Alberta T4N 6K8 Phone: 340-5153
ST. PAUL	- #407, 5025 - 49 Avenue P.O. Box 2109 St. Paul, Alberta T0A 3A0 Phone: 645-6360

B. Human Rights

The two anti-discrimination laws which are operative in Alberta are the Canadian Human Rights Act (federal) and the Individual's Rights Protection Act (provincial). Each prohibit discrimination in specific areas on the basis of specific grounds. Only those areas and grounds which are articulated by the law are protected. Caution is required in dealing with this area because some employment situations which are unfair are not necessarily illegal.

Hire A Student staff may have occasion to explain these government guidelines to employers, but again, should never get involved in any dispute. Complainants should be directed to contact the appropriate Human Rights Commission Office.

Following is a list of how both Acts prohibit discrimination in the area of employment. The Act you use depends on who the employer is (i.e. If John's Mens Wear calls in, you use the Individual's Rights Protection Act; if the Toronto Dominion Bank places an order, they fall under the Canadian Human Rights Act).

1. Canadian Human Rights Act

This Act applies to all federal government departments and agencies, crown corporations, and to business and industry under federal jurisdiction, such as banks, airline and railway companies - in their employment policies as well as in their dealings with the public.

The Canadian Human Rights Act lists 10 specific grounds on which discrimination is forbidden: race, national or ethnic origin, color, religion, age, sex, marital status, family status, pardoned conviction and disability. Disability means any previous or existing mental or physical disability and includes disfigurement and dependence on alcohol or a drug. (Note that these grounds differ somewhat from those protected under provincial jurisdiction).

It also protects the privacy of personal information stored in government files. It ensures that any individual may find out if there is personal information on his/her file (e.g. in cases where a Hire A Student registration card needs to be completed), check its accuracy and the use to which it is being put, and request that inaccurate information be corrected.

Be aware that the information given to you on a registration card is strictly confidential. You use it when referring students to employers, but you do not respond to non-employer queries with respect to information about one of your registrants. If you are contacted in this regard, check with your area coordinator to ensure that you follow procedures recommended by the local Canada Employment Centre.

The Canadian Human Rights Commission, Alberta Regional office is located at #401, 10506 Jasper Avenue, T5J 2W9 in Edmonton; phone 495-4040. Note that they accept collect phone calls from anywhere in Alberta or the Northwest Territories.

2. Alberta Human Rights

The Alberta Human Rights Commission is responsible for the administration of the "Individual's Rights Protection Act". The Act applies to all provincial government departments and agencies, as well as all businesses and industries under provincial jurisdiction, in all facets of employment policies, practices and referrals.

One of the main purposes of the Act is to promote equal employment opportunities while still allowing the employer to hire the person most capable of performing the job.

This legislation is designed to provide protection against discrimination in employment because of race, color, religious beliefs, sex, marital status, pregnancy, age (18 years or older), ancestry, place of origin, or physical disability.

As with Employment Standards, the centre manager's job is to refer students with concerns to the nearest Alberta Human Rights Commission office, located as follows:

801 Kensington Place	1333 - 8 Street, S.W.
10011 - 109 Street	or Calgary, Alberta T2R 1M6
Edmonton, Alberta T5J 3S8	Phone: 297-6571
Phone: 427-7661	

As happens with labour legislation, there are exceptions that are recognized by both Commissions. Employers are sometimes allowed to specify a preference for a particular type of person if this preference is tied to the safe and economical performance of the job (in legal jargon this is called a bona fide occupational requirement). The employer usually does this after consultation with the Alberta Human Rights Commission.

It is important to note that domestics employed in private homes (e.g. baby-sitters) and many farm laborers are not covered by this legislation.

C. Citizenship

Only Canadian citizens, permanent residents (landed immigrants) and students or trainees with valid employment authorization are eligible for employment.

Foreign students are in Canada for educational purposes only; they are admitted on the basis that they can maintain themselves on a standard of living equivalent with Canadian students. Money for their existence is to be sent from their home countries. Foreign students are made aware before entering Canada that they are not allowed to accept employment in this country. Hire A Student staff do not have the right to offer their services to a foreign student who does not have a valid employment authorization.

Be aware that if a foreign student is found to be employed illegally, he/she is subject to deportation with very little chance of returning to Canada.

D. Social Insurance Number

All people working in Canada must have this number. Anyone of any age can apply for a social insurance number (SIN) which he/she keeps for life. If a client does not have a SIN, refer this student to the nearest Canada Employment Centre or have him/her dial 0, give the operator the Zenith 22160 number, and then ask that an application be sent out. (Note: sometimes you can get an application kit from the local post office.)

Advise students that they will need two pieces of identification. One must be either an original or a certified copy of a birth certificate. The other could be a driver's license, report card or a baptismal certificate. As well, to avoid sending originals through the mail, suggest that they have copies of their documents certified by a Commissioner of Oaths. Your Town or County office will usually have a person or staff with this authority. Just give them a call and ask.

During the summer, you may hear the phrase "the distinctive number 9". This refers to non-immigrants who possess employment authorization which allow them to work for a specified employer in Canada. They may not work for any other employer unless their employment authorizations have been authorized at a Canada Immigration Centre. These people will have a SIN with a "9" for the first number in the 9-digit series. Hire A Student and Canada Employment Centre may not help these persons find work. They should be referred to the nearest Canada Immigration Centre.

However, there are circumstances where persons with social insurance numbers starting with "9" may have special permission (and the papers to prove it) to look for work in Canada. If in doubt about a client, contact your local Canada Immigration Centre.

There will also be students in Canada authorized to work for specific employers under International Student Exchange programs. This will be indicated by the visa in their passports. We do assist some of these students to find work, but once working, they must report to their Canada Immigration Centre in person before they change jobs. Contact your area coordinator or nearest Canada Employment Centre if you are not sure of a person's status or right to work.

Refugees who have recently come to Canada receive landed immigrant status and, as such, are entitled to work. Their passports should show a Landed Immigrant stamp and they already have a social insurance number. If they do not, they should go to their Canada Employment Centre in person to apply for one.

E. Injury On The Job

As a placement agency, Hire A Student refers students to prospective employers. It is the employer who makes the final decision on whom he/she hires. Neither Hire A Student nor its sponsoring agencies have any liability for injury or damage to the student or his property which might occur while he/she is working on a job through Hire A Student.

Hire A Student often refers students to domestic or farm jobs. In most cases, students accepting jobs in these areas should consider themselves as private (independent) contractors and be advised to expect to assume responsibility for their personal safety.

F. Parental Consent

As outlined in the Employment Standards Act, in some cases employers require written parental consent to employ students. It is the responsibility of the student being employed to give his/her parent's written consent to the employer.

The sample letter and form shown on the following page was developed in response to committee request. Neither is a legal document. Hire A Student personnel should consider use of such letters and forms as simply a method of informing parents about the employment legislation. Student staff should ask their committees for direction in this area.

Sample Letter

(address)
(date)

Dear Parent/Guardian:

A Hire A Student centre has been organized in your community to assist local students in finding summer jobs. The Hire A Student centre manager will be taking job orders and referring students to employers for interviews.

The Employment Standards Act limits the type of work that students under 15 can perform. These students must be over 12 years of age and may be employed in domestic services such as lawn-cutting, hand raking, general clean-up or babysitting. Students in this age group may also be placed as delivery persons of small wares for retail stores, clerks or messengers in offices, as clerks in retail stores or as delivery persons for the distribution of flyers or hand bills, providing that such employment is not or is not likely to be injurious to the life, health, education or morals of the student.

As an employment service, Hire A Student refers students to prospective employers. It is the employer who makes the final decision on whom he/she hires. Hire A Student does not assume liability for any injury or damage to the student or his property which might occur while he/she is employed on a job found through the Hire A Student centre.

Please sign and return one copy of the attached form if you consent to your child or ward being placed in a job through Hire A Student.

Thank you for your attention to the above matter.

Yours truly,

(name)
Hire A Student Centre Manager

Sample Form

_____ Hire A Student

_____ Address

_____ Phone Number

Parent/Guardian Consent Form:

This is to certify that I consent to my child or ward being referred by the Hire A Student office to a possible job placement.

I also consent that my child or ward may be employed as:
(show occupations on the following lines)

I am aware that Hire A Student and its sponsoring agencies are not responsible in case of accident, injury or sickness to my child or ward.

Name of Student _____
Signature of Parent/Guardian _____
Date _____

III. SERVICE TO EMPLOYERS AND THE COMMUNITY

Your job is to persuade employers to utilize Hire A Student services and to do everything you can to keep them as satisfied customers. This section of the Handbook deals with initiating contact with employers and members of the community. However, to provide a total service to employers, you must also be conversant with the "Legislation", "Advertising and Promotions", and "Details of Managing a Hire A Student Centre" information.

For Hire A Student purposes, an employer is anyone willing to hire a student to do a job. The job can last the summer, a week, a day, or only a few hours. This means anyone in your community (a business person, householder, farmer, government department, etc.) is a potential employer. For example, most homeowners have a job or two around the house that can be done by students.

When contacting employers, remember that they hire students for varied reasons. Some businesses are busy during the summer and may need the extra help that students can provide. Some employers remember how much a summer job meant to them. Others see hiring students as a means of giving youth an opportunity to gain practical business experience.

Be aware of what hiring a student costs business people. As well as salary dollars, they must also pay the employers' share of Canada Pension, Unemployment Insurance, Workers' Compensation, etc. A good employer also budgets for the time required to train staff. Thus you may have to persuade businesses that both the time and money will be well spent and show how there can be a return on this investment.

A. Employer Expectations of Hire A Student Staff

You are expected to provide a professional level of service by:

- being knowledgeable and competent.
- providing them with clear and concise information on programs relating to student employment.
- taking their orders efficiently by:
 - obtaining accurate information regarding the nature, conditions, and salary of the job, and the performance requirements of the worker sought,
 - tactfully informing them of any areas in which an order seriously contravenes federal or provincial legislation, advising them of your responsibilities in this area, and discussing an amendment to the order.
- restricting requests for information from them to those essential in carrying out the placement function and, subject to legislation, ensure confidentiality of that information as may be required.
- filling their orders promptly by efforts which continue until the orders are filled or cancelled.
- in cases where employers wish you to screen and refer students, referring only those workers who meet the qualifications specified by the employer.

B. Employer Contact

Although the following information is specific to employer visits, it does include points that can be incorporated into centre manager presentations to community groups.

The purpose of an employer visit is to inform an employer of Hire A Student services, rather than to generate an immediate job order. Job orders may result from an employer visit in a week or a month, but they rarely happen on the spot. However, it is important to be prepared. When visiting employers, take along some job order forms just in case.

1. Preparation for Employer Visits

First, talk to your committee. They will help you understand the economic conditions and employer attitudes current in your area and can suggest methods of approach. Some committees may have a member accompany a centre manager on his/her first few employer visits; for you, this depends on how your committee decides that you can appear most efficient in the job you are doing. For example, if employers in your area applaud self-reliance, it will help sell student capabilities if you approach them entirely on your own.

Next, make a list of all employers in your area. This can be done by looking in the phone book or consulting the Town Office, Chamber of Commerce, Board of Trade or your committee members. Include town, county and provincial government offices on your list as they may be hiring students under the current government job creation programs.

An example of an employer list is as follows:

EMPLOYER LIST

<u>Name and Contact</u>	<u>Address</u>	<u>Phone</u>	<u>Type of Business</u>
Ben's Welding Ben Smith	666 Centre Street Yourtown, Alberta T5H 1N5	689-1234	Welding
Antelope Enterprises Ltd. Beth Williams	124 Maple Street Ourtown, Alberta T5H 1J7	627-3947	Equipment Rental

Be sure to find out from the employer what kind of business he/she is in. This is easy when you can tell by the name of the company (e.g. the Fort Motel or the B&J Cafe). However, from the example above, note that the name does not always indicate what the business does. Antelope Enterprises may do anything from selling gas to renting equipment. In these cases, you will have to ask. If the major volume of the business is renting equipment, then equipment rental will be the type of business. A common mistake is to classify the company's business by the type of staff requested by the employer. For instance, PCL may require a welder's helper. However, it is a building construction company, not a welding contractor. To avoid mix-ups, don't make assumptions - ask the employer.

Plan to do your employer visits as soon as you are hired. Using your list, anticipate which employers will be able to use help the earliest (e.g. landscaping, construction) and time your visits accordingly. Don't make the mistake of thinking you can do dozens of calls in one day. Previous centre managers have found that Monday mornings and Friday afternoons are generally poor times for a visit.

Don't forget small businesses. They usually do not have the systems for hiring summer staff that may be found in larger companies.

Some student staff have found it effective to send employers a brief letter of introduction outlining Hire A Student services, office location, phone number and hours of operation. They then follow up the introductory letters with a phone call to arrange an appointment with the person responsible for hiring.

2. Employer Visits

Many centre managers have indicated that initially they felt very nervous about conducting employer visits. If you feel this way:

- first visit those employers you or your family know, or
- have a committee member accompany you on one or two visits, or
- practice what you intend saying with someone you know.

Regardless, this feeling disappears quickly; you will find the experience, overall, a positive and enjoyable one.

When you visit the employer, be sure to take appropriate supplies (i.e. pamphlet, business cards, job order forms and employer visit summary sheets). As well, employers often have questions about the minimum wage rate for students, so carry copies of the "Employment Standards" pamphlet that you can leave with them.

Dress is very important. This does not mean that your Sunday best is required, but dress to suit the business you are contacting. Realize that some employers have a real aversion to jeans; play it safe, don't wear them. Be neat and clean in appearance and professional in behavior.

The purpose of your visit is to encourage the employer to hire students - preferably through the Hire A Student centre. To do this, why not get the full-time staff to help you? When you go into a business, greet everyone there in a courteous, friendly, professional manner. If you make a good impression on the staff, they might suggest to the employer where they could use student help. Further, some employers often delegate hiring responsibility for casual staff to these employees.

Keep your eyes open. Look for jobs a student can do. For example you might see that the employer's stockroom is a mess or the windows are dirty. Use these kinds of observations and suggest situations where a student could help. (e.g. "We have students specializing in window washing. Could you use their service?")

When you meet the employer, be prepared. Know a little bit about the business (e.g. size, service or goods provided, etc.). For example, if you are going to a restaurant you might say to the manager, "Good morning, Mrs. Brown. I understand that you have the only restaurant in town that specializes in French cuisine." If employers know that you are interested in their businesses, they will be interested in yours. This helps generate job orders.

Speak about the benefits of hiring a student. Emphasize that students are available for full-time or casual jobs. Explain that you have a number of students looking for work, and outline some of their skills, experience and training.

When you leave, give the employer a business card and Hire A Student and other applicable information pamphlets. Thank the employer for his/her time.

Don't be discouraged if you don't get a job order. The employer may need time to think about the information or find out from staff if and where a student could be used. Fill out a Employer Visit Summary (see next page).

3. Expecting the Unexpected

If you are properly prepared and have a confident, positive and professional attitude, your visit should go well. However, on occasion you may encounter one of the following situations, either in person or on the telephone, and should be prepared to handle it.

-

[illegible]

If an employer has had a bad experience with a Hire A Student referral, agree that there are some students who, like non-students, find it difficult to hold a job. Remind an employer that Hire A Student will make referrals, but that it is the employer who decides whom to hire. Sometimes, both you and the employer will be impressed by a student who later does not work out. (Note: Don't be surprised if you encounter employers who think they have to hire the first student sent to see them.)

State that an employer has no obligation to hire the students referred if they cannot fill the job requirements. Suggest that more precise job orders lessen the chances for referral of unsuitable candidates. Conclude by stressing that Hire A Student wants employers to be satisfied with the service and ask for suggestions on how you might improve operations.

If an employer becomes abusive, politely excuse yourself and suggest that perhaps another time would be more opportune to discuss student employment. Do not engage in an argument with an employer. We do not want to win arguments and lose jobs for students. Let your committee chairperson and/or members know what happened.

If you encounter the friendly, talkative employer, it is best to present as much material as possible in a reasonable time and then politely leave.

If you receive an "on-the-spot" employer order, fill out the job order form and inform the employer of what he/she can expect to happen. If you think the job order will be difficult to fill (high qualifications or low wage rate), tell the employer, tactfully explain why and suggest that the employer also look on his/her own. Always be open and honest. This prevents misunderstandings.

If you run into an employer who doesn't keep an appointment, remember that employers sometimes have to deal with emergency situations and honestly forget about prior commitments with Hire A Student. Make another appointment. If the employer is still not available, send him/her a letter that details Hire A Student services.

If an employer is obviously very busy when you call, suggest that you will return at a more convenient time and leave a pamphlet.

C. Service Club Presentations

1. **How and When to Make Contact**

Every town or city has several groups organized by community minded citizens (e.g. Chamber of Commerce, Board of Trade, Lions, Rotary, Kinettes, etc.). A list of the groups and their senior officers' phone numbers is likely available through the Town Office.

Regard the individual members as potential employers and the clubs, themselves, as potential supporters (moral, financial, etc.) of Hire A Student. When asked, these groups generally provide positive support. However, because they usually disband for the summer, it is essential to contact them in early May. Phone the senior officers to find out when the regular meetings are held. Follow this up with a verbal or formal written request to speak to the group and state the date or dates you will be available. It's a good idea to attach a draft outline showing the approximate length of your presentation.

Don't forget Senior Citizen organizations. Try to speak at their meetings, or drop in to their centres to introduce yourself to the members. When making this contact, be sure the senior citizens understand that they are expected to pay the students themselves (i.e. it is not a free or subsidized service to them).

2. Service Club Presentation Outline

Prepare the presentation. Include the same general information as is provided on employer visits, but stress the service Hire A Student provides to students and the community. As your presentation will be only one of a number of items on a service club's agenda, expect the time allotted to you to range anywhere from five to fifteen minutes.

The following check list outlines the major points that should be covered:

- introduce yourself, outlining some personal data such as schools attended, number of years in the community, etc.
- outline the purpose of your presentation (i.e. to ask for monetary or other donated support, jobs for students, etc.)
- explain what Hire A Student is all about (i.e. a non-profit organization that helps match employers looking for summer staff with students looking for work). You may want to include some history about your community's Hire A Student centre, such as the number of years it has been in the community, how many students were placed last year, etc.
- detail who is involved (i.e. the Chamber of Commerce, community groups, and federal and provincial governments. The committee chairperson is _____. Members are _____.)
- explain how the community can use Hire A Student (i.e. it's a free referral service, can provide students for any kind of available job, etc.).

- conclude by restating your purpose of your presentation, mention again where the Hire A Student centre is located, the operational hours and telephone number, and thank your audience.

3. Public Speaking Tips

Basically, successful public speaking requires honesty (I've got a true story to tell), brevity (who wants to listen to me all day) and respect (these people are giving up their time because they think I have something to say). Following are suggestions to help you prepare for a speaking engagement:

- prepare brief biographical information to give to the person introducing you.
- over a period of several days, jot down ideas concerning your topic and arrange them in sequence. Use the above checklist to ensure you have included all essential information.
- write out the speech in short, crisp conversational sentences. Do not use technical jargon.
- read it aloud several times and condense it into brief headings on cards.
- rehearse several times, using the cards only as a guide. Never try to memorize a talk except for the opening and concluding remarks.
- intersperse your talk with illustrations or personal experience. Explore the possibility of using visual aids such as posters or slides.
- stick to the subject and to the time allotted.
- maintain as much eye contact with your audience as possible.
- speak slowly and clearly so that everyone can hear you.
- be "over-prepared". It often pays to have with you all sorts of facts and figures which will help you answer unexpected questions.
- close your presentation by briefly highlighting the main points.
- distribute pamphlets, your business card or other appropriate literature that will help people remember you.
- make copies of your speech available if media representatives are expected to be present.
- most important - relax, smile, and be yourself.

4. Sample Service Club Presentation

Ladies and Gentlemen:

Good evening, I am Kelly Doe, this year's centre manager for the Hire A Student centre in Anytown. I would like to take a few minutes tonight to outline the services Hire A Student provides Anytown and to ask that you keep this service in mind when you're considering hiring summer staff.

First, I would like to tell you a bit about myself. I have lived here all my life and graduated from Anytown High School. I have just finished my first year of Arts at the Grande Prairie College and plan to work in the Communications field when I graduate. I was hired by the Anytown Hire A Student Committee just three weeks ago and since then I have attended a centre manager training session and opened the centre on May 6. For the last two weeks, I have been visiting employers in our community and informing them of the services they can expect this year. The response from employers has been enthusiastic and I hope yours will be too.

Hire A Student is a community service designed to match employers looking for summer staff and students looking for work. To access our services, just telephone me at 555-1111 or drop into my office located in the Town Office on Main Street.

Should you place a job order, I will ask you to outline the duties of the job so I can post them for students to read.

A good reason to use the Hire A Student Service is the time and money you will save. You avoid having to pay for newspaper advertisements, "help wanted" signs, or other media expenses. You will also save time by not having to talk to unqualified candidates. Best of all, Hire A Student is a free service. There is no charge to either students or employers.

The students who come into Hire A Student looking for work vary greatly in age, education, and experience. They range from university or college students with special experience to secondary students with limited work experience but lots of enthusiasm. We have students in Anytown who can program computers, count inventory, run a cash register, balance your books, cut your lawn or pick rocks. Students can fill in for vacationing staff or work around your home and do all those jobs you've been avoiding. In short, students are willing to work for a day, a month, or a summer at almost any job.

The Hire A Student program has been active in Anytown for the last five years. A volunteer committee, comprised of Sue Brown, a member of the Chamber of Commerce, John Smith, a teacher at the high school, Jim Brown, the editor of the Anytown Journal, and our chairperson Sandy Grant, organizes and supervises our Hire A Student program. Having the support of these concerned individuals enables the program to be successful. Last year, Hire A Student filled 112 short term and 96 full-time jobs in Anytown. This year, with your help, we plan to do even better.

In summation, Hire A Student is an established student summer employment service in this community. The centre is located at the Town Office on Main Street and is open from nine to five, Monday to Friday. Getting help for the next job you have available is only a phone call away. Call me at 555-1111 and let's help students help you.

I'm looking forward to talking with everyone after the meeting tonight, and answering any questions you have. Thank you for allowing me this opportunity to speak on behalf of Hire A Student.

D. Federal and Provincial Employment Programs

1. **Hire A Student Interaction**

Providing a service to employers and the community means that Hire A Student centre managers need to be conversant with and actively promote awareness of government programs designed to increase job opportunities throughout the province.

Each year, both the federal and provincial governments sponsor programs aimed at generating new positions and/or providing Alberta's youth with career related experience. Although it is not your responsibility to directly market these programs, it is necessary to equip yourself with some basic program knowledge in order to answer any inquiries you may receive.

Accurate information is your key to success. This means that you must know your own limits. For example, don't guess at answers, make any assumptions about program guidelines or eligibility requirements, or attempt to interpret the information for either employers or students. Minimize confusion by giving them basic information and the proper telephone number to call for more detailed information. Further don't offer to collect this information for them. Government personnel may ask detailed questions to determine eligibility which only the student or employer is able to answer.

Details on employment programs will be provided at the training session.

E. Job Order Management

1. **Overview**

Job Order Management includes the assessment of the employer's recruitment needs and the joint determination of the appropriate procedures for addressing these needs.

Under Job Order Management there are two referral procedures:

1. A regular vacancy process whereby Hire A Student conducts screening activities and full referral follow up.
2. A display vacancy process where students contact the employer directly and Hire A Student only follows up to determine if the need still exists.

In the process of taking an order, determine which category the order falls into. If the DISPLAY order category is most appropriate, obtain permission from the employer to utilize this method of obtaining referrals.

2. Employer Order Taking

The information you take from the employer is very important as you will be using it to refer your clients. If the information is inadequate or misleading, you could have unhappy employers or clients.

Take employer job orders professionally by:

- eliciting from them complete and accurate information regarding the details concerning the position;
- informing them of any areas in which their order contravenes federal or provincial human rights legislation and either amending the order or tactfully refusing it;
- persuading them to eliminate unnecessary job barriers (e.g. years of education or experience);
- advising them that they should notify Hire A Student when they no longer require referrals;
- explaining to the employer what he/she can expect to happen (order may be difficult to fill, order may not be filled immediately, etc.);
- offering them the option of using the display order process.

NOTE: The use of display orders should be encouraged in the following instances:

- i. An employer has a continuing labour requirement;
- ii. There are no criteria against which to assess client suitability for referral;
- iii. There is an urgent labour requirement.

3. Completing the Order Register

The order register is set up to record statistical information. Every time an employer calls your office to place an order, the information must be recorded in the order register. Orders are numbered consecutively from 001.

A separate order register form should be completed for regular (jobs lasting six or more days), casual/temporary (jobs lasting five days or less) and display orders.

4. File Search

After you have received an order and recorded the appropriate information in the order register, immediately conduct a file search of the designated group and other clients you have registered. If more referrals are required, then post the order. The file search serves as one method of intervening to market the students on file directly to the employers.

5. Posting the Job Order

When an order has been received, a job card is completed and posted on a job board to inform students of the vacancy.

6. Order Follow Up

A. Display Vacancy Orders

A display order should be posted for a period of ten days, after which a follow-up should be done. Contact the employer to see if more referrals are required. There is no need to determine whether a display vacancy was filled through a Hire A Student self-screened referral. If the order was filled, count it as a display vacancy filled.

B. Regular Vacancy Orders (Including casual, temporary)

These orders should be followed up within 48 hours to determine if additional referrals are required, if the order is filled, or if the order is to be cancelled.

C. Order Filled/Cancelled

Once placements have been made or the order has been cancelled, enter that information.

- i. on the job order register
- ii. on the back of the employer order form
- iii. on the student's registration card, if applicable.

7. Fail to Report Policy

In order to provide an efficient service to employers, Hire A Student's order management procedure includes the monitoring of those instances when students do not act upon receiving a referral. Such an omission is known as a FAIL TO REPORT (FTR). All students should be made aware of Hire A Student's expectation that students report to the employer within 48 hours, or notify the Hire A Student office of their decision not to do so.

When a student fails to report on three or more occasions, you may decide that in order to maintain the integrity of the program in the community, you can no longer refer a student who does not follow up on a job referral.

This policy should be posted for all Hire A Student clientele to see, and/or be given out to students when given a referral.

SAMPLE FAILURE TO REPORT POLICY

Hire A Student refers qualified students to employers who have requested workers.

Receiving a referral gives you the information to contact the employer. We expect you to do this within 48 hours of receiving your referral.

If you decide that you are no longer interested in the position, please contact us and we will remove your name from the list. This way the employer can interview someone else in your place.

If you do not contact the employer, and do not notify us of the decision, we consider this a FAILURE TO REPORT. Hire A Student will discontinue referring students who FAIL TO REPORT on three or more occasions.

(This notice, or one similar, may be posted in the office for viewing, or may be photocopied for distribution to all students.)

F. Sample Forms

1. Employer Order Forms

Completing the Employer Order Form (EMP 2677)

Front of the Order Form

Industrial Code: mark this space either public or private as applicable to an employer's business.

Order Number: starting with 001, number each employer order that your Hire A Student centre receives.

Occupational Code: not used. In larger officer, it can be a space to indicate who took the order (initials).

Date: enter the date the order was taken.

Title: this explains the type of staff the employer is looking for and should not discriminate between males and females.

Responsible CEC: enter your responsibility centre code, if applicable.

Salary: this is the amount of money that the employer is offering by the hour, day, week or month. It can also be used to indicate such things as overtime rates. Keep in mind employer must guarantee minimum wage (domestic and farm laborers exempt.)

Responsible Unit: enter Hire A Student here.

Location: this is the general location of the job site - not a specific address (e.g. West, East; North, South, Downtown) except in the case of a display order. In that case, the complete address would be recorded.

Start Referral: this is the date the employer wants you to start referring clients. Normally it will be immediately or as soon as possible (ASAP).

Terms: put in specific information about the duration of the job and the hours and days of work.

Vacancies: show the number of people the employer requires for that specific occupational title. Always fill out a different order for each unique occupational title.

Requirements: use this space to indicate any skills, experience, and physical requirements necessary to perform the job. This information is crucial to good selection and referrals so be specific and accurate.

The employer will normally state these requirements but you may have to ask questions for further details. It is also important to mention such items as overtime expected, own transportation required, and willingness to travel. Watch for discriminatory remarks.

Maximum Referrals: this indicates the maximum number of referrals the employer wishes to interview. As a general rule, a maximum of three to five referrals should be sent per vacancy.

Duties: use this space to briefly explain the duties of the job.

Telephone Number: the number where the employer can be reached by you. Some employers prefer to be telephoned first, others insist upon personal contact only. This can be notated here.

Name of Employer, Address: be sure to obtain the correct spelling and location.

Referral Times: the hours which the employer wishes to be contacted about the job.

Apply To: the name of the person in the firm to be contacted about the job. Try to obtain a first and last name. In a large firm a position title can be a help too, as well as the floor and office numbers.

Remarks: the remarks area is used to notate any other information that may be helpful when referring a client. Remarks could include the exact location of the interview, job site and alternate contacts at the firm.

NO CODE - CODE D'AE

ORDER NO - NO DE L'OFFRE

Employment and
Immigration CanadaEmploi et
Immigration Canada

OCC CODE - CODE PROF

Public

001

TITLE - TITRE

May 1/89
RESP. CBO/SEC COMP

Research Assistant

SALARY - SALAIRE

4812R

6.00 / hour (S.T.E.P.)

LOCATION - ENDROIT

RESP. UNIT - SOUS-
SECTION COMP

HAS

South-east

TERMS - CONDITIONS

START REF - 1^{er} PRESMay 1
VACANCIES - POSTES
VACANTS

9 - 5 Monday to Friday until the end of the summer

REQUIREMENTS - EXIGENCES

Two (2)

- must have had previous experience in research & stats compilation.
- own transportation required to work, no bus.
- must have some report writing experience.
- desirable, but not essential, to have completed one year of post-secondary education.

MAX REF - MAX DE PRES

DUTIES - FONCTIONS

Four
(4)

- acting as assistant to the Engineer responsible for road utilization data.
- recording and analyzing traffic flow records.
- compiling statistics and reports.
- responding to information requests.

TEL. NO - NO DE TEL

NAME OF EMPLOYER - NOM DE L'EMPLOYEUR

455-5555

Alberta Transportation

ADDRESS - ADRESSE

14 Sundance Drive (telephone first)

APPLY TO - S'ADRESSER A

REF TIMES - HRS DE PRES

8:15-4:30

Bill Rye, Personnel Dept.

REMARKS - OBSERVATIONS

The employer is very concerned about the qualifications being met, but is anxious to interview interested candidates as soon as possible. The Engineer, Marg Gordon, can also be contacted about the job if Bill Rye is not around. Make sure students telephone first before going down.

ENTERED - INSCRIPTION

EMP 2078

EMP - 2467

REGIST

TRANSACTIONS ON THIS ORDER - OPERATIONS AFFERENTES A CETTE OFFRE D'EMPLOI															
A.	B.	C.	D.	RESULT - RESULTAT								E.			
DATE REFERRED PRESENTÉ LE	OCCUPATION CODE CODE PROF.	CEC	NAME - NOM	E	F	G	H	J	K	L	M	N.			
				P	TI	R	FTB	FTA	W	X	PR	OBSERVATIONS			
					TE	ODSP	ODA								
06/05	EL		Brown, Mary						X			9:00 AM			
06/05	EL		Black, John (VM)						X			9:00 AM			
												Employer requested additional referrals.			
06/05	JB		Martins, Pat						X			2:00 PM			
06/05	JB		White, Carol (N)						X			Employer satisfied. May also keep Pat part-time in the fall. Other vacancy filled by a walk-in.			

Back of the Employer's Order

Each time a referral has been made, complete the back of the employer's order form.

Date Referred: date on which referral was written out (make sure all office staff use the same system, i.e. day/month or year).

Occupation Code: not used unless you have a staff identification system.

CEC: your initials.

Name: name of client, last name first. Note if the student is a native (N), visible minority (VM), or disabled (D). This is important in order to capture the statistics on designated groups placed.

Includes student's phone number as an alternate source for callbacks. The phone number may be put in the Occupational Code column if not already used.

When the results have been obtained from the employer, enter the result for each client:

P placed
R rejected
FTR failed to report to the employer at all
FTA the client was offered the job and failed to accept it
W withdrew, the client phoned the employer and indicated that they were no longer interested in competing for the position
X,RR are not used

2. Order Register

A separate order register form should be completed for regular (six or more days), casual (five days or less), and display orders.

a. New Order Received

- enter the date the order was received by the office;
- assign an order number;
- enter the name of the employer's company/organization and the occupational title;
- note if STEP, SEED or other wage subsidy program (if known);
- enter the number of vacancies notified on this order.

REGULAR X CASUAL DISPLAY

- 28 -

b. **Order Filled/Cancelled:**

- enter the total placements made;
- note if a vacancy or the order was cancelled and record the reason for cancellation.

NOTE: If any of the students placed self-identify as belonging to a designated group, indicate this total in the appropriate column (right hand side).

3. **Sample Job Card - Regular Order**

ORDER NO. - N° DE L'OFFRE



Employment and
Immigration Canada

Emploi et
Immigration Canada

Occ. Code - Code prof

Title: Truck Driver

Salary: \$6.00/hr.

Location: Northwest

Terms: Mon. - Fri. 7:00 - 4:00 May 1 - Aug 30 (Some Sat.)

Requirements: Must have valid Class 4 drivers license

Must know city VERY well.

Must be able to lift 30 lbs.

Knowledge of automotive parts an asset.

Details: Deliver automotive parts within the city.


Load and unload truck.

Canada

Transfer the information to the Job Card from the employer order form keeping in mind the following:

- The employer's name, address and phone number are left off to ensure that the client is pre-screened;
- The information must be non-discriminatory and meet legislative requirements;
- Keep the information clear, concise and accurate.

4. Sample Job Card - Display Vacancy

	Employment and Immigration Canada	Emploi et Immigration Canada	N° 001
Title Titre	Bus Persons		
Salary Traitement	\$4.00 hour		
Location Endroit	Bob's Restaurant 123 Any Street		
Terms Termes	Shiftwork: Some full-time and some part-time positions.		
Requirements Exigences	<ul style="list-style-type: none">- willing and able to work shifts;- must be at least 15 years of age;- experience an asset but not required.		
Details Détails	Interested students should apply to Bob Business at the Restaurant between 2:00 and 4:00 p.m. Monday to Friday.		
EMP. 2089 (11-73) (MAN. 1177)			

Transfer the information to the Job Card from the employer order keeping the following in mind:

- Include the information required for the student to self-screen and contact the employer directly.
- This may include the complete name, address and phone number of the business.
- In the case of a private residence, only a first name and phone number may be appropriate.

IV. SERVICE TO STUDENTS

A. Definition of A Student

For our purposes, the working definition of a student is as follows:

A student is a person who is a Canadian citizen or permanent resident of Canada and who was registered full-time at a secondary, post-secondary or vocational school during the preceding academic year and whose intent is to return to school the following academic year.

B. Standards of Service

Students have a right to expect that:

1. They will be advised of and referred to jobs for which they are qualified.
2. Information on student employment programs will be openly displayed and readily accessible in the Hire A Student office.
3. They will obtain assisted service when required, including, whenever appropriate:
 - continuing contact and follow-up;
 - job search information;
 - referral;
 - an honest appraisal of job possibilities, including straight-forward advice when job placement is unlikely;
 - referral to other services if available in the community when Hire A Student services are exhausted or are unlikely to be of assistance.

Students are obliged to:

1. Provide Hire A Student with sufficient information needed to make employment referrals.
2. Check into Hire A Student on a regular basis to ensure an efficient job search.
3. Contact the employer on all referrals provided by Hire A Student.

C. Components of Service

There are a number of services available to students at the Hire A Student office:

1. Self Referrals on Display Orders
2. Assisted Referrals on Regular Job Orders

3. Student Registration (if required)
4. Job Search Information Sessions (Individual and Group)

1. **Self Referrals on Display Orders**

The Job Order Management policy outlines the procedure for determining and handling self-referrals (display orders). Students who find a position that interests them on the self-referral board may take the information provided and contact the employer directly.

2. **Assisted Referrals on Regular Job Orders**

Students who find a position that interests them on the regular job boards will require a pre-screening interview to determine their suitability.

3. **Student Registrations**

Hire A Student should register students in the following instances:

- a) Students having experienced difficulty obtaining employment;
- b) Students belonging to designated groups and wishing to be registered (native, disabled, visible minority);
- c) Students possessing skills which may be unique or in high demand (i.e. teaching piano, computer programming skills);
- d) Students expressing interests in temporary or casual positions; and/or
- e) Students living out of town who have difficulty accessing the Hire A Student office.

4. **Job Search Information Sessions**

Hire A Student personnel may offer information sessions to groups when appropriate, i.e. when it is found that there are students who would benefit from a presentation on job search tips. These sessions may be held on Hire A Student premises, in schools or in other appropriate locations.

There are students, both secondary and post-secondary, who are unfamiliar with basic job search information. One of Hire A Student's roles is to act as a back up to the educational system in providing this service. The sessions offered by a Hire A Student placement office are not a replacement for the information included in the school curriculum. These sessions will be provided when the demand arises and the Hire A Student office has the resources to offer the service. Job Search Information is discussed in more detail later on in this section.

D. Interviews

1. **Pre-screening/Assisted Referral Interviews**

A student who requests a referral to a particular job receives a pre-screening interview. This is usually a short interview to determine whether the student meets the requirements for the position as specified on the job order form.

If they meet the requirements, they receive a referral (see Job Referral Process, below). Students who do not meet the requirements do not receive a referral.

2. **Enhanced Interview**

A more in-depth interview with a student may be required. For example, a client may receive an additudinal pep talk, some personalized job search tips, assistance doing a realistic evaluation of his/her skills, etc.

E. Job Referral Process

1. **Regular Referrals**

A student who requests a referral on a regular job is screened to determine their suitability for that particular job vacancy. A centre manager must determine what the student has to offer, match it against the requirements of the job and decide - with the student - whether to refer that person to the position. If a student demonstrates the ability to do the job and interest in doing the job, he/she receives a referral. If a student cannot demonstrate this, no referral is given.

Remember that students, especially younger ones - may be very nervous. It is the interviewer's responsibility to help a student relax by creating a positive, open atmosphere. Some students will arrive with friends or relatives. Encourage the students to come to the interview area alone. This is a better way to determine what the student's needs are, and for he/she to learn about the job search process.

2. **Special Referrals**

Some types of positions present unique circumstances which entail special care when referrals are made on them.

a) Babysitting Jobs

This section specifically on babysitting jobs has been included because of the special nature of babysitting positions and the potential for problems to arise if these jobs are not dealt with properly. By following these practices, although you may not totally eliminate all problems, you will be safeguarding yourself from many headaches and complaints.

Dealing with Employers

When taking a job order for babysitting from employers, it is important to explain that they can ask to see references from the students so that they can screen on this basis.

Also explain to employers that babysitting positions are our most difficult jobs to fill, possibly for a number of reasons: the wage is often quite a bit lower than most other types of work, students may be seeking career-related jobs, hours may not be enough or flexible enough, etc. This is not to discourage employers from placing these jobs with us, but rather to give them realistic expectations. Suggest that babysitting orders be displayed, with only the employers first name and phone number available to the public or, Hire A Student can take names and numbers of interested students for employers to screen.

Posting Babysitting Jobs

Students who are interested in babysitting orders should be notified that Hire A Student has no way of screening the employers. If they are under 18 years old, they should be encouraged to take their parents with them when they go to the interview. This information should be in the form of a handout or a poster on the babysitting board.

b) Commission Only Jobs

Referrals On Commission Only Jobs

Commission only jobs, according to Employment Standards, must be guaranteed a minimum wage per week. Refer to employment standards. When receiving such job orders indicate this to the employer and ask if they are able to meet such conditions. If they are unable, inform them that we will be unable to pre-screen for them. You should encourage display orders for all commission jobs.

3. **Saying "No" to a Student's Request for Referral**

This is generally the hardest part of an interview. Use "tactful honesty". Try not to crush any egos, but let them know why you feel they are not suitable for the position. Remember that you have an obligation to the employer.

Also, a student may think the job is good for a variety of reasons, but they may not be happy in it if it is inappropriate for them. If you do give referrals to unqualified applicants, you are wasting your time, the employer's time, and the student's time.

F. Non-Job Ready Students

During the interview process, the student may indicate he/she is not job ready if:

- i. He/she has not identified what jobs he/she is capable of or willing to do;
- ii. He/she does not know how to look for a job; or
- iii. He/she is not free from personal problems that would affect employability.

Hire A Student is able to assist non-job ready clients through the resources in the office. Those clients who lack job search skills may benefit through group information sessions or individual assistance with particular aspects.

G. Survival Hints

1. Dealing with Problem Clients

a) Facing an Angry Client

- stay calm
- listen quietly
- don't say or act like they are wrong
- indicate you understand that they are upset and/or why they are upset
- Try to help

b) Dealing With Over-Familiar Clients or Clients You Know On a Personal Basis

- don't be drawn into too much conversation
- don't answer personal questions
- stick to the employment issues

c) Facing a Troublemaker

- do nothing that might antagonize them
- stay calm
- speak quietly and politely
- if they get abusive, let the committee know about the situation

d) Complaint Handling

- never argue with a client
- don't try to defend mistakes or blame others
- when something is wrong, admit it right away. Correct it cheerfully.
- if a situation is not resolved, immediately notify your committee.
- golden rule for handling a complaint: don't take it personally.

- you already know how you feel. Check on how the client feels. If you give your very best to every person, you will find very few who will not treat you well.
- things to say:
 - I'm glad you told me that.
 - Thank you for bringing it to my attention.
 - You have had a difficult time, let me try to help.When you sympathize with them, the client will often start defending you.
- don't hold a grudge. If a client returns after having complained (or shouted), treat him/her in the same courteous way. Here as in friendships, a fight often creates a closer, more comfortable feeling relationship and this person could become a long-time client.

2. Interview Tips

a) Establish Rapport

- i) Avoid a show of haste. An easy, unhurried manner is one of the best ways of showing interest.
- ii) Make it clear you take the interview seriously.
- iii) Use language the client can understand.

b) Avoid A Set Pattern

- i) It will be unnatural.
- ii) All questions won't be applicable for all clients.

c) Maintain A Courteous Manner

- i) Do not lecture or talk down to a client.
- ii) Retain a certain amount of reserve and dignity.
- iii) Treat a client with respect.

d) Be A Good Listener

- i) Make sure you know what she/he really wants to talk about before giving information.
- ii) Allow a client time to give a considered answer.

e) Avoid Being Critical

- i) Do not show shock or disapproval over anything a client says.
- ii) Do not reprimand.

f) Do Not Get Personally Involved

- i) It can lead to inability to evaluate objectively.
- ii) A client may withhold necessary information if she/he feels there is a personal relationship developing.

g) Keep Within The Limits Of Your Job

- i) Leave psychotherapy to psychologists and psychiatrists.
- ii) Refer the client to the proper agencies if social aid is necessary, and available in your community.

h) Work With A Client, Not For Him/Her

- i) Working with gives him/her a greater sense of self-accomplishment.
- ii) The client is the one who will be working at the job, therefore, she/he must feel she/he had a part in the decision-making.

i) End The Interview With A Plan

- i) Relate the client's needs and the employer's need.
- ii) Discuss a plan with the client.

3. More Interview Tips

- a) Arrange the office so that there is an atmosphere of comfort, warmth, and confidentiality.
- b) Be friendly, natural, personal and relaxed.
- c) Cast aside unfinished business and concentrate on the job at hand.
- d) Do something to put a student at ease. If he/she finds it difficult during the beginning conversation, introduce a topic of mutual interest or discuss something of pride and accomplishment.
- e) Exhibit a keen interest in a student and his/her statements. Provide for simple "acceptance".
- f) Find out what he/she considers to be important. Discuss attitudes and why he/she takes the position he/she has.
- g) Help him/her to become more objective about his/her own employment prospects.
- h) Inquire regarding the steps he/she has already taken in attempting to find work.
- i) Judge actions objectively, if they have to be judged at all.
- j) Keep a friendly, sympathetic, and helpful relationship, but don't assume the responsibility for finding solutions for the student.
- k) Lead the student to develop a definite plan of action. When appropriate, suggest some possible next steps. Assist him/her to choose those plans which may prove most helpful, but leave the final decision to him/her.
- l) Maintain printed materials which might be helpful.

- m) Name people or community agencies interested in helping people.
- n) Observe any signs of disappointment or discontent. This may be a clue to the real problems or it may indicate that the interview is covering topics of embarrassment to a student.
- o) Pursue until you are satisfied that the interview has been helpful. Don't extend the interview beyond the point of satisfaction.
- p) Review the steps that have been agreed upon.
- q) Stimulate a student to think for him/herself and to develop his/her own plan.
- r) Take time to make notes of the interview on the student's registration card. Postpone note-taking until a student has left.
- s) Utilize all the resources available to you, confer with others, gather as much basic information as possible.
- t) Value a student as a person
- u) Share problem situations with other persons who might be helpful.

H. Sample Forms

1. Registration Forms (EMP 2837E)

(Also available in French, EMP 2837F. Offices with a significant number of francophones are encouraged to order the 2837F version.)

When deemed appropriate, a student should complete a student registration form. The form is reasonably self-explanatory.

Last and First Names: these should be legible.

Social Insurance Number (SIN): most employees must have these numbers. If a client does not have one, explain where application kits can be obtained (i.e. post office). Remember, if the SIN begins with the distinctive number 9, then that person is not entitled to use Hire A Student services without written permission from a Canada Immigration Centre.

Address and Telephone: ensure this area is filled out. The second contact number is the telephone number for a person who has agreed to take messages for the applicant.

Line Three: ensure that a client marks in his/her sex, date of birth, native status, and disabilities to consider. These questions are asked under the authority of the Parliament of Canada, and are not intended to discriminate, but rather, to gather statistics and to plan for positive employment strategies (Employment Equity).

Student Registration (back)

FOR OFFICE USE ONLY		REFERRALS				
July 2	Student self-identified as a member of a designated group; registered in regular and casual job files.					KD

DATE	REFERRER NO.	EMPLOYEE'S	OCCUPATION	RATE	REF. BY	REMARKS
July 2	297	City of Calgary	Asst. Play-ground lead.	\$6/hr	KD	applied; is waiting (JT)
July 6	TS-436	National Printers	Receptionist	\$5/hr	JT	

Are You Legally Entitled To Work In Canada?: this space refers to a client's status in Canada. If a client is a landed immigrant or a Canadian citizen he/she is legally entitled to work in Canada. If a client is on a student's visa, he/she is not legally entitled to work in Canada unless he/she has a special permit.

Are You Presently Attending School; Where; and Line Five: the information in these five boxes is important for some government programs and occasionally for private industry. Students should enter the name of the school and the grade or year level attended during the past year. If in high school, the major course of study will be matriculation, vocational, general, etc.

Availability: these blocks indicate a client's availability for work, in terms of full or part-time, weekend, shift-work, the hours available, the dates available, and whether he/she is interested in odd jobs (i.e. casual employment).

Types of Summer Jobs Preferred: a client should enter three occupations in order of preference. (Be realistic.)

Transportation and Driver's License: be sure a client completes these selections as some of the orders may require that a client possesses his/her own transportation. Indicate class of license.

Are You A National Lifeguard: this question is on the form because of nation wide difficulty in finding people qualified for these jobs.

Skills: note any licenses, certificates of accomplishment or special courses at school that will help you find employment for a student.

As with "Words Per Minute", encourage students to put down all their accomplishments, but at the same time, be sure they can realistically assess their skills in relation to employment. For example, most businesses would not accept twenty words per minute as a typing skill.

Name of Business ...; Describe Previous Work, etc.: a student should put down actual positions and specific job duties held over a period of time. General kinds of casual jobs held (e.g. lawn mowing, babysitting) and volunteer experience can also be listed.

Back of the Student Registration Card - EMP 2837E

Each time a student is referred, enter the following information on the back of the student registration form (if applicable).

Show the date referred, the order number, the employer's name, the occupational title, the rate of pay and your initials. Upon hearing the results of the competition, enter the results for each of the referrals. Examples:

Placed; Rejected; FTR for failure to report;
FTA failure to accept; and W for Withdrew.

2. Referral Forms

a) Process

When referring students to job orders remember to jot down the students' names and phone numbers on the back of the job order form. This will help you find out about placements.

Make sure you tell the students that it is their duty to contact the employer they have been referred to. If a student, after leaving HAS, decides against a particular job referral, he/she should phone the employer and you to let both of you know.

Make sure you tell the students to get in touch with you if they get the job.

b) The Referral Form

To: enter employer's name.

Address: enter the address where a client is to be interviewed. Include the employer's actual address. Include the employer's telephone number in this space.

Attention: enter name of employer contact person.

This application is in response to: enter occupational title.

Occupational Code: not applicable.

Industrial Code: not applicable.

No. Casual Days: not used.

Order Number: obtain from employer order form.

CEC Referring and Unit: enter your responsibility centre code, if applicable.

SIN Number: enter a client's social insurance number from the registration form.

SAMPLE REFERRAL NOTICE FORM



Employment and Immigration Canada Emploi et Immigration Canada

REFERRAL NOTICE AVIS DE PRÉSENTATION

TO - A CITY OF CALGARY		CEC REFERRING CEC DE PRES 4:8:0:2		UNIT - UNITE H A S		KD
ADDRESS - ADRESSE PERSONNEL OFFICE, #3 CITY HALL		SI NO N° A S 6:5:3		5:2:5		
313 McLEOD SQUARE S.W.		MONTROSE		5:7:0		
ATTENTION D. RECRUITER		(INITIALS - INITIALES) K.R.				
THIS APPLICANT IS REFERRED IN RESPONSE TO YOUR ORDER FOR CE CANDIDAT VOUS EST PRÉSENTÉ EN RÉPONSE À VOTRE OFFRE D'EMPLOI				DATE REFERRED - DATE DE PRÉSENTATION D J M Y A 0:2 0:7 8:9		
ASSISTANT PLAYGROUND LEADER						
PRIME OCC CODE - CODE OCC PRINCIPALE		IND CODE IND.		NO CASUAL DAYS NBR JRS OCC		ORDER NO - OFFRE N°

INSTRUCTIONS TO EMPLOYER

- PLEASE INFORM OFFICER WHOSE NAME AND TELEPHONE NUMBER ARE RECORDED ON REVERSE SIDE
- OR
- COMPLETE IN FULL THE SECTION BELOW AND MAIL

INSTRUCTIONS À L'EMPLOYEUR

- INFORMER L'AGENT DONT LE NOM ET LE NUMÉRO DE TÉLÉPHONE SONT AU VERSO
- OU
- REMPLIR AU COMPLET LA PARTIE CI-DESSOUS ET METTRE À LA POSTE

<input type="checkbox"/> HIRED ENGAGÉ	DATE STARTING DATE DE DÉBUT	<input type="checkbox"/> CANDIDATE DID NOT ACCEPT LE CANDIDAT N'A PAS ACCEPTÉ	<input type="checkbox"/> NOT HIRED NON ENGAGÉ
--	--------------------------------	--	--

SIGNATURE OF EMPLOYER
SIGNATURE DE L'EMPLOYEUR

EMP 2284 (11-85)

Canada

1

FOR OFFICE USE ONLY

REFERRALS

DATE	COMMENTS AND ADDITIONAL INFORMATION	INITIALS

DATE	ORDER #	EMPLOYER	OCCUPATION	RATE	REP. BY	RESULTS

Applicant's Surname Initials: self-explanatory. Use initials. Include client's telephone number. Never use prefixes of Mr., Miss, Ms., Mrs. as they may be used to discriminate on the basis of marital status, and sex.

Date Referred: Enter date referred in the indicated order.

I. Providing Job Search Information

In today's competitive labour market, students have to market themselves effectively - to persuade employers that given the chance they can and will do a good job. To do this, they need to know what employers want to see at each step of the job search process. Centre managers will have to provide this information to individual clients in their centres as the need arises. For 'job ready' students, reminders of effective job search techniques can be included in an interview, whereas less knowledgeable students may require a separate and lengthier job search information session.

Determining individual client need for specific job search information topics is not easy because students often do not realize that they require this information. Thus, you must ensure that all clients know that you can provide this kind of help to them. Spark their interest by developing posters based on key information points. (e.g. "Your application form is the first piece of work that the employer gets from you. Do you know how to make it effective?")

During the summer you may encounter a client who appears to meet all employer qualifications, but consistently fails to get either the interview or the job, or one who appears eager and enthusiastic when at the centre, but consistently turns down job referrals. In both cases, going step by step over the job search process (at a mutually convenient time) may prove beneficial. Knowledge builds confidence, which may be just what is needed. Learning what to expect and how to practice what to do can result in changed behaviors.

Be careful that you don't let personal experience color the information. The job search information provided in this section, validated by employers, related general rules of thumb. If you have a differing experience, add it on to the general to show the complexities of a job search. Use your example to point out that every employer is different, and that students have to be prepared to adapt the general information to fit specific employer requirements as they encounter them.

Providing job search information to individual clients or to groups is well worth the time it takes. Students gain information they will use throughout their working lives; a well prepared referral saves the employer's time and enhances Hire A Student centre credibility.

The following pages outline the basic facts you relay (i.e. what you say to a client or a group) for each of the job search steps. Any handouts provided for a topic can be photocopied and given to the clients as summaries.

BEFORE YOU BEGIN TO LOOK FOR WORK

Career planning is an on-going process involving a constant reassessment of yourself and the world of work. Informed career decisions cannot be made without an evaluation of your own interests, needs, and abilities, nor can they be made without researching the types of jobs that are available.

It is important to be able to determine what you have to offer an employer and what you want from a job. To do this you have to think about things like:

- why work? What do you really want from a job? What is your motivation for working? Although one reason for working is to earn money, you also need to acquire new skills, improve those you already have and gain experience.
- what your likes and dislikes are. This is pretty basic - it just makes good sense to first go after jobs that involve things you like to do.
- what abilities, or personal natural resources, do you have to offer employers? Having knowledge of your abilities, your skills and talents, will help you direct your job search efforts. You can develop more abilities through courses, practice, school and volunteer work.
- where do you want to work - or in other words the environment that you prefer. This means things like working inside or outdoors, alone or with other people.
- once these factors are determined, you can look at choosing a career goal and figure out what you need to do to achieve your objective. For example, what school courses, volunteer and/or extracurricular activities can you get into that will help you get to your goal?

Next, think of ways of gaining experience in the type of work that interests you, then research to find out if this kind of job is available. If so, are your current qualifications good enough to get it? To do this research, you can look at the jobs advertised in the newspaper, go to the library or ask people who are working in the field you have chosen. Maintain a realistic outlook. You can eventually meet both your career and personal goals if you are willing to plan and prepare yourself with adequate education and experience.

Remember, a good knowledge of yourself in relation to the kinds of jobs that are available will increase your chances of being hired, as well as increase the possibility of obtaining work that is compatible with your particular interests, abilities and needs.

(Note: the "Before You Start - Know Yourself" and "Job Seeker's Checklist" handouts are on the next three pages.)

BEFORE YOU START - KNOW YOURSELF

Career planning is the process of understanding yourself, knowing the world of work and making decisions based on present and future career goals. Use this outline to help target your interest areas and decide what you want and need from a job.

First, on a separate sheet of paper, list what interests you have, your best school subjects, and your skills and natural talents. Use this information to help choose three jobs you would like to do from the following seven basic interest areas.

C L E R I C A L - enjoy keeping papers and books in order, filling out forms and carrying out instructions. Enjoy typing, operating office equipment, working in an office and working with numbers:

shipping/receiving clerk	typist	office clerk	letter carrier
switchboard operator	receptionist	telephone clerk	postal clerk
accounting/bookkeeping	meter reader	word processor	hotel clerk

S E R V I C E - enjoy doing things for other people, working with food and keeping things clean, tidy or safe:

armed forces member	beautician	firefighter	railway police
security guard	cook	gardener	hospital aid
seamstress/tailor	waitress/waiter	bartender	building superintendent

H E L P I N G - enjoy teaching, helping, training, talking, caring for or curing people:

paramedic	childcare worker	park ranger	dental hygienist
flight attendant	nurse/doctor/therapist	teacher/instructor	social worker/counsellor

S E L L I N G - enjoy dealing with people, persuading others, selling ideas or products, giving orders and acting as leader:

salesperson	telephone solicitor	advertising agent	auctioneer
realtor	insurance agent	buyer/merchandise	radio announcer

M E C H A N I C A L - know how things work, taking things apart and putting them back together, enjoy working with tools and fixing things. Many of these jobs require special on-the-job training (Apprenticeship) that includes going to school for several weeks each year:

mechanical	bricklayer	painter	power lineman
welder	carpenter	electrician	plumber

P R A C T I C A L - running machines or driving cars and trucks. Like sports or the outdoors. Often like working with plants and animals:

farmer	printer	laborer	logger
taxidriver	landscaper	auto racer	miner

A R T I S T I C - very creative. Like to express oneself through words, music, dancing, acting, drawing or painting. Must have artistic abilities, the desire to learn and willingness to take further learning:

draftsperson	fashion designer	musician	florist
artist	photographer	dancer	model

L I S T T H R E E J O B S Y O U W O U L D L I K E T O D O :

Now go through this quick checklist to see how well suited you are for the jobs you have chosen. Answer Yes or No for each one of your choices. Too many "No's" mean that you may have to reassess your choices or determine what you need to do to get that particular job.

Job Choice	<u>1</u>	<u>2</u>	<u>3</u>
	Yes	No	
<u>EXPERIENCE</u>			
Have I ever done work like this before?	_____	_____	_____
Am I willing to get this experience by starting at the bottom or working as a volunteer?	_____	_____	_____
Would any of my hobbies give me useful experience?	_____	_____	_____
<u>ABILITIES</u>			
Do I now have the abilities or skills to do this job?	_____	_____	_____
Do I have to be good with my hands or talk to other people?	_____	_____	_____
Do I have to know how to use special tools, vehicles or equipment?	_____	_____	_____
If I don't, can I learn this?	_____	_____	_____
<u>EDUCATION</u>			
Do I have enough education to do this job?	_____	_____	_____
Is special training required?	_____	_____	_____
If so, am I willing to go to school?	_____	_____	_____
Is a special license or certificate needed?	_____	_____	_____
If so, do I know how I get it?	_____	_____	_____
<u>PAY/ADVANCEMENT</u>			
Is the starting pay acceptable?	_____	_____	_____
Are there possibilities for advancement?	_____	_____	_____
If not, will I be content with this job over a period of time?	_____	_____	_____
Will I gain transferable skills?	_____	_____	_____
<u>WORKING CONDITIONS</u>			
Are the working conditions what I would like? (noisy, dusty, cold, hot)	_____	_____	_____
Will I like where I work? (indoors, outdoors)	_____	_____	_____
Are the hours of work acceptable? (shift work, full or part-time, summer)	_____	_____	_____
If not, am I still willing to work at this job?	_____	_____	_____
<u>JOB POSSIBILITIES</u>			
Can I get a job like this where I live?	_____	_____	_____
If not, am I willing to move?	_____	_____	_____
Would I enjoy doing this work day after day?	_____	_____	_____
Will there still be good employment opportunities a year from now?	_____	_____	_____
TOTAL (add up how many check marks you have in each column)	_____	_____	_____
<u>OTHER OPTIONS</u>			
Do I have more "YES" answers than "NO" answers?	_____	_____	_____
Despite the "NO" answers, am I still interested?	_____	_____	_____
Will I be able to reach my goals with this job?	_____	_____	_____
Are there other jobs that tie in with my interests which I could investigate?	_____	_____	_____

JOB SEEKER'S CHECKLIST

	THINGS I'VE DONE	TO DO
1. Learned about my interests and the kinds of jobs available.	_____	_____
2. Decided what kind of occupation I want.	_____	_____
3. Let my friends and relatives know that I'm looking for a job.	_____	_____
4. Applied for a Social Insurance Number (SIN).	_____	_____
5. Prepared my Personal Fact Sheet.	_____	_____
6. Prepared my resume and had copies made.	_____	_____
7. Read my resume and had copies made.	_____	_____
8. Visited employment centres and checked their bulletin boards.	_____	_____
9. Phoned companies in the telephone book that I would like to work for to see if they have any openings.	_____	_____
10. Visited employers and left a copy of my resume.	_____	_____
11. Completed an application form at all the employment placement offices in my area.	_____	_____
12. Learned something about the business I'm applying to.	_____	_____
13. Prepared myself as best I can for interviews.	_____	_____

A N D . . .

D O N ' T E X P E C T R E S U L T S A L L A T O N C E ! !

G E T T I N G A J O B T A K E S T I M E .

D O N ' T G I V E U P ! ! G O O D L U C K ! !

PERSONAL FACT SHEET

Completing a personal fact sheet is an important step in the job search process. It allows you to complete an application form quickly and completely. At home, you check the accuracy and spelling of past employers' and company names, names of references, addresses and telephone numbers; then, simply transfer this information onto application forms. The result? Employers get from you error free application forms, which is important to creating a good first impression. The fact sheet also contains information that will help you complete the "general information" section of an application form. For example, perhaps some aspects of your club or team involvement can be related to the job you are applying for.

As well, the personal fact sheet provides all the information you will need in order to develop a resume, and it also helps you organize your thoughts so you can answer interview questions more effectively.

Develop your own personal fact sheet using the handout (see next four pages) as a guide. Organize it so that you will have space to keep listing experiences throughout your life, and update it regularly, recording as much information as possible about all your achievements. Here is what the headings mean:

- Personal Data: this is required information for either an application form or resume. Mailing address is where you currently receive your mail; permanent address is your parent's address if you live away from home for temporary periods of time (i.e. away at school). Find someone who is willing to take messages for you when you are unavailable. Include your Social Insurance and Alberta Health Care numbers so you have them handy.
- Education: be very detailed so you can remember specific information in the future. Include any involvement in the school work experience program (by the way, an excellent way to gain experience) or any courses you have taken outside the school. The skills you have learned are very important to employers.
- Activities: list all volunteer work, clubs, sports, hobbies, awards, achievements and/or equipment you have operated and the skills you have developed.
- Experience: this section is divided into home/neighborhood and formal employment categories to help you identify your types of work experience. Again, stress the duties and skills learned from each position held. Remember that babysitting or a paper route is paid employment and should be included. Be sure to check that you spell names correctly, and have the current address and telephone numbers of the businesses.
- References: a good reference is someone you know from a work related environment who can vouch for your character and work habits (i.e. employers, teachers or neighbors). You must seek permission to use someone as a reference. If possible, when asking for permission, tell references the position(s) that you are applying for so they can plan what to say to the specific employer.

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Surname _____ First Name _____ Middle Name _____
Mailing Address _____ Permanent Home _____
_____ Address _____

Telephone Number Home _____ Messages Name _____
Social Insurance Number _____ Number _____
Operators License Number _____ Class _____ Alberta Health Care Number _____

EDUCATION

Dates

School	Address	Start	Left	Program (e.g. general, academic)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Work Experience Program Involvement

Position	Employer	Address	Dates	Supervising Teacher
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Non-School Courses (e.g. first aid, driver training, hunter training, babysitting)

Course	Certification Date	Skills Learned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTIVITIES

Volunteer (e.g. rodeo attendant, town clean-up, school social committee)

Type of Work	Dates	Skills Learned/Applied

Clubs/Sports/Hobbies (e.g. students' union, 4H, basketball, sewing)

[illegible]

Awards/Achievements (e.g. academic, athletic, 4H, service)

[illegible]

Equipment Operation (e.g. adding machine, computer, lawnmower, tractor)

Type of Machine	Length of Time	Skills Learned/Certificates

EXPERIENCE

Note: to help identify your skills and responsibilities, ask yourself:

- were you responsible for money?
- did you assist with inventory, ordering and receiving supplies?
- did you operate or repair machinery?
- did you have to keep records or books?
- did you deal with customer complaints?
- did you supervise others?

Home/Neighborhood Duties (e.g. mowing lawns, babysitting, farm work)

Position _____ Dates _____

Skills Learned/Applied _____

Employer _____ Address _____ Phone _____

Position _____ Dates _____

Skills Learned/Applied _____

Employer _____ Address _____ Phone _____

Formal Employment (e.g. delivering papers, cashiering, waiter/waitressing)

Position _____ Dates _____

Skills Learned/Applied _____

Employer _____ Address _____ Phone _____

Supervisor _____ Address _____ Phone _____

Starting Wage _____ Leaving Wage _____ Reason For Leaving _____

Position _____ Dates _____

Skills Learned/Applied _____

Employer _____ Address _____ Phone _____

Supervisor _____ Address _____ Phone _____

Starting Wage _____ Leaving Wage _____ Reason For Leaving _____

REFERENCES (attach photocopies of letters of reference)

Name	Address	Telephone	Occupation	Years Known
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

ADDITIONAL INFORMATION

The following are typical questions employers ask during reference checks. Use these questions to help you decide who could provide an employer with accurate, positive and honest comments about you. You may choose to discuss these questions with your references as well.

Questions for previous employers

Would you rehire this person?
How long was she/he in your employ?
What were his/her duties?
Did he/she get along with others?
Was he/she reliable? Capable? Punctual?
Why did he/she leave your company?

Questions for personal references

How long have you known this person?
What could you say about his/her character?
What are his/her areas of strength?
What are his/her areas of weakness?
How do you feel this person could fit into this position/organization?

WAYS TO LOOK

After completing a personal inventory and compiling a personal fact sheet you are ready to begin looking for employment. Because you are only one of a number of students looking for work, you need to be both creative and thorough in exploring employment opportunities. Some good ways to look are:

- **Personal Contacts:** using personal contacts is the best way to find a job. Tell other people that you are looking for work and ask them to contact you if they hear of any job openings. Friends, relatives, and past employers can all help you.
- **Employer Canvassing:** consult the yellow pages to develop a list of companies and industries within your field of interest. Use one of the following three ways to approach employers to inquire about employment. Telephone and request information about available jobs or make an appointment with the person in charge of hiring; develop a business letter explaining your interest in finding a job with that company; or, most valuable, go to see the employer in person. This latter takes courage, but the results can be profitable. Whichever method you use, always remember the importance of creating a good first impression through neatness, courtesy and enthusiasm. (Note: practicing a mock employer canvassing situation with a centre manager can help students become more effective in marketing themselves.)
- **Media:** both the classified and career sections of newspapers list job openings. Employment bulletins (usually associated with the larger organizations such as the government), trade journals, radio and television are all helpful in a job search.
- **Employment Agencies:** employment agencies act as a third party, referring applicants who meet the requirements on a job order to the employer for interviews. Hire A Student and Canada Employment Centres provide a free referral service to the job seeker and employer. You may also use private employment agencies which charge employers for their service. It is essential that you treat the counsellor at the employment agency as you would an employer. If you can't impress the counsellor, you are unlikely to be referred for an interview with a potential employer.
- **Creating Your Own Job:** being your own boss can help you gain experience in all aspects of running a business or providing a service. The personal initiative demonstrated will impress future employers. Discuss your ideas with knowledgeable people as there are many things to consider before starting any kind of business.
- **Volunteer Work:** working as a volunteer is not measured in terms of dollars, but in terms of the value of the experience and skills gained. Volunteering provides experience in your field of interest, as well as contacts and references that can be used in the future.

(Note: there is no handout for this topic.)

APPLICATION FORM

Employers say that many job hunters do not complete application forms properly. If you think of an application form as the first piece of work that an employer will see, you will understand why you must double check and ensure that it is neat, accurate and complete.

Here's a sample application form so you can see what one looks like. However, don't expect the one you get from an employer to be exactly like this, because each company has its own. Do you see how the information on your personal fact sheet can be easily transferred to this form?

A good tip is to print N/A (i.e. not applicable) in spaces that do not apply to you. This tells the employer that you have read the question. If you leave a blank space, the employer may think you missed the question. As well, use blue or black ink, and check and recheck your completed application for neatness and accuracy.

Here's what some of the headings on the form mean:

- **Position Applied For:** always use the position's proper title (e.g. service station attendant, not gas jockey).
- **Competition Number:** a file number often used by large companies and governments to distinguish between various job openings. To find out if there is a competition number, refer to the job advertisement or ask the employer. If there isn't one, print N/A (not applicable).
- **Preferred Location:** your preference for work in a specific part of the city (in a large urban centre) or in a specific town or region.
- **How Did You Learn About the Competition:** indicate the specific source (e.g. advertisements, personal contacts). Employers use this information to make their future recruitment advertising more effective.
- **Name:** give your proper name in the requested order. If everyone calls you by a nickname, put it in brackets after your proper first name.
- **Type of Employment:** specify full-time (work continuing over an indefinite period of time), part-time (less than 35 hours per week), temporary (regular hours worked for a specific period of time), or seasonal (recurring according to the season).
- **Mailing Address:** complete your mailing address (i.e. where you are currently living) and include your postal code.
- **Permanent Home Address:** if this is different from your mailing address, it is usually the address of your parent or guardian, someone who will forward mail to you. If both addresses are the same, put the information down again.

- Telephone: put down your residence number and a number where messages can be left for you. Be sure that you have the message taker's permission, and that you include his/her last name beside the telephone number.
- Are You Between The Ages of 15 and 65, Canadian Citizen or Landed Immigrant: simply circle "yes" or "no", as is applicable to your situation.
- Are You Bondable: an employer can take out insurance to protect the company from possible loss or damage caused by an employee. This is a hard area to explain because the bonding companies have no hard or fast rules. However, if in doubt and you are reporting to a probation officer, you may want to check this out with him/her.
- Social Insurance Number: if you do not have a social insurance number, application kits can be obtained at a Canada Employment Centre or by dialing zero and asking for Zenith 22160.
- Date Available for Employment: indicate the specific day, month and year that you will be available to start work. Words such as "immediately" or "right away" are misleading. Assist the employer by providing exact information.
- Desired Salary: if possible, find out the starting wage of the position. Otherwise, print in "negotiable". This protects you from both under or overestimating your potential wage.
- Employment History: list past employers, company names and addresses, length of time employed, the name of your supervisor, and your reason for leaving. Following this, use descriptive action words such as "organized", "supervised", "initiated", etc. to outline your duties. Begin with your most recent job and work backwards.
- References: past employers or teachers are your best choice. Don't forget to consult your references before using their names. Someone who can make honest comments about your work habits may be a better reference than someone who only says that you are wonderful.
- General Information: this is where you relate your qualifications to the duties of the position you are applying for. Use this information from your personal fact sheet to list all relevant activities and experiences. It's very important to complete this section because it provides the employer with specific information about you that sets you apart from other applicants.
- Declaration: to validate your information, don't forget to sign and date the application form.

(Note: The Application Form Handout begins on the next page.)

SAMPLE APPLICATION FORM

PLEASE PRINT

POSITION APPLIED FOR (Use the appropriate position title. Complete a separate application for each position applied for unless otherwise instructed.)	COMPETITION NUMBER (N/A or specify) PREFERRED LOCATION	HOW DID YOU LEARN ABOUT THIS COMPETITION? (Specific location, person or newspaper.)												
<table style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">SURNAME</td> <td style="width: 33%; text-align: center;">FIRST</td> <td style="width: 33%; text-align: center;">MIDDLE</td> </tr> <tr> <td colspan="3">NAME</td> </tr> </table>		SURNAME	FIRST	MIDDLE	NAME			<table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">PERMANENT</td> <td style="width: 50%; text-align: center;">PART-TIME</td> </tr> <tr> <td style="text-align: center;">TEMPORARY</td> <td style="text-align: center;">SEASONAL</td> </tr> <tr> <td colspan="2" style="text-align: center;">(Circle one neatly.)</td> </tr> </table>	PERMANENT	PART-TIME	TEMPORARY	SEASONAL	(Circle one neatly.)	
SURNAME	FIRST	MIDDLE												
NAME														
PERMANENT	PART-TIME													
TEMPORARY	SEASONAL													
(Circle one neatly.)														
MAILING ADDRESS (Include the postal code.)		PERMANENT HOME ADDRESS (Repeat the mailing address if it is the same as the home address.)												
<table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">RESIDENCE</td> <td style="width: 50%; text-align: center;">BUSINESS/MESSAGES</td> </tr> <tr> <td colspan="2">TELEPHONE</td> </tr> <tr> <td colspan="2" style="text-align: center;">(Establish two numbers you can use.)</td> </tr> </table>		RESIDENCE	BUSINESS/MESSAGES	TELEPHONE		(Establish two numbers you can use.)		ARE YOU BETWEEN THE AGES OF 15 AND 65? <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> <tr> <td colspan="2" style="text-align: center;">(Circle one.)</td> </tr> </table>	Yes	No	(Circle one.)			
RESIDENCE	BUSINESS/MESSAGES													
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CANADIAN CITIZEN OR LANDED IMMIGRANT <table style="width: 100%;"> <tr> <td style="width: 50%;">YES</td> <td style="width: 50%;">NO</td> </tr> <tr> <td style="text-align: center;">(Circle one.)</td> <td></td> </tr> </table>	YES	NO	(Circle one.)		ARE YOU BONDABLE? <table style="width: 100%;"> <tr> <td style="width: 50%;">YES</td> <td style="width: 50%;">NO</td> </tr> <tr> <td style="text-align: center;">(Circle one.)</td> <td></td> </tr> </table>	YES	NO	(Circle one.)		SOCIAL INSURANCE NUMBER (Complete or note that you have applied for one.)				
YES	NO													
(Circle one.)														
YES	NO													
(Circle one.)														
IF SUCCESSFUL, DATE AVAILABLE FOR EMPLOYMENT? (Provide the specific date.)		DESIRED SALARY (Use "negotiable" or better yet research the position to determine a realistic range.)												
EDUCATION	INSTITUTION	<table style="width: 100%;"> <tr> <td style="width: 25%; text-align: center;">STARTED</td> <td style="width: 25%; text-align: center;">LEFT</td> <td style="width: 50%; text-align: center;">HIGHEST GRADE, CERTIFICATE/DIPLOMA</td> </tr> <tr> <td style="text-align: center;">MONTH YEAR</td> <td style="text-align: center;">MONTH YEAR</td> <td></td> </tr> </table>	STARTED	LEFT	HIGHEST GRADE, CERTIFICATE/DIPLOMA	MONTH YEAR	MONTH YEAR							
STARTED	LEFT	HIGHEST GRADE, CERTIFICATE/DIPLOMA												
MONTH YEAR	MONTH YEAR													
SECONDARY	(Copy information from your personal fact sheet.)													
POST-SECONDARY	(N/A)													
OTHER	(i.e. Non-school courses.)													

EMPLOYMENT HISTORY

EMPLOYER: (Most recent first.)

ADDRESS:

TELEPHONE:

TERM OF EMPLOYMENT:

SUPERVISOR:

REASON FOR LEAVING: (State in a positive manner.)

POSITION AND DUTIES: (Use a copy of
job description or detail specific
activity. Use action words.)

EMPLOYER:

ADDRESS:

TELEPHONE:

TERM OF EMPLOYMENT:

SUPERVISOR:

REASON FOR LEAVING:

POSITION AND DUTIES:

REFERENCES

- | | NAME | ADDRESS | TELEPHONE | OCCUPATION | YEARS KNOWN |
|----|--|---------|-----------|------------|-------------|
| 1. | (Check with your references prior to using their names.) | | | | |
| 2. | | | | | |
| 3. | | | | | |

GENERAL INFORMATION (HOBBIES, ACTIVITIES, VOLUNTEER WORK)

(Use action words to describe additional skills, experiences or extra-curricular activities related to the position.)

DECLARATION: I hereby declare that to the best of my knowledge, the information on this application form is complete and accurate in every respect. I understand that a false statement will disqualify me from employment or cause my subsequent discharge if I am employed.

DATE: _____ SIGNATURE: _____

NOW, WHAT IS YOUR FIRST IMPRESSION WHEN YOU REVIEW YOUR APPLICATION?

RESUME

A resume is a brief written summary of your background and experience. It is a self-marketing tool, designed to get the employer's attention. When preparing one, be selective. Use the most relevant experiences listed on your personal fact sheet. Prospective employers will formulate their first impressions from the information you provide.

A resume should be no more than two typed pages. Leave plenty of white space to ensure that it is easy to read. Use white or buff paper of a standard 8½" x 11" size. Avoid fancy folders or other gimmicks as these can make resumes difficult for the employer to photocopy or file.

Don't sign or date a resume. Do update it regularly.

Be aware that employers usually don't expect resumes for unskilled positions. However, if an ad asks for application by resume, get help to develop a quality one, especially if you have limited experience.

There are two types of resumes. A job specific resume is tailored to each position a person applies for. The more common blanket resume provides a general overview of a person's qualifications and can be submitted for any job.

There are a number of different resume formats. However, a chronological resume is the easiest to compile and the one most employers prefer because it shows at a glance what you have done and when you did it. Other less common formats include the functional and crossover resumes. The following handout shows that each have their specific advantages and disadvantages. Take a look at them and see which format will best suit your needs.

Regardless of the format you use, your resume should include the following information:

- **Personal Data:** provide your name, address and telephone number at the top of the page. Include a message number.
- **Education:** list schools attended, type of program, areas of concentration, and year of commencement and completion. Include all awards, certificates, diplomas and/or degrees.
- **Employment History:** supply both company names and names of supervisors. When describing your experience, start each sentence with an action verb that describes what you have done (e.g. responsible for, developed, coordinated, etc.).
- **Additional Information:** use this section to your advantage by providing extra information related to the position you want. Extra-curricular activities, special skills and volunteer work are good indicators of your worth as an employee.
- **Career Objectives:** state these if your goals relate to the jobs being applied for.
- **References:** choose your references carefully. Try to obtain a variety. Don't forget to consult with your references before using their names. If you state your references are available upon request, be sure to take the typed information to your interview.

A resume should always be accompanied by a covering letter, even if you submit it in person. This brief, businesslike letter introduces your resume. Tailor it to the job applied for by drawing the employer's attention to the relevant sections of your resume. Politely request an interview. As with the resume, be brief, thorough and selective about the information you include. Unlike the resume, the covering letter is signed and dated.

(Note: The Resume Handout begins on the next page.)

RESUMES

During your job search, you may find that an application form does not let you show yourself to your best advantage. The alternative is to develop a resume.

A RESUME CAN:

- highlight your strengths.
- emphasize your accomplishments.
- make a good, professional first impression.
- assist in career planning.

A RESUME SHOULD INCLUDE:

- organized sections relating to concise descriptions of your skills and capabilities.
- examples of relevant past accomplishments and achievements.
- the scope of responsibility of former and present positions.

RESEARCH

- use your personal fact sheet to organize your information (keep it updated).
- select the information most relevant to the position you are applying for.

DEVELOPMENT

There are two general types of resumes:

- | | |
|----------|---|
| BLANKET | <ul style="list-style-type: none">* covers all of your skill areas and is used to apply to a variety of positions.* is easier to develop and can be photocopied for each new application for employment.* is very general and forces the employer to choose the relevant information. |
| SPECIFIC | <ul style="list-style-type: none">* prepare a new resume for each job applied for.* tailor it to show related strengths and experience particular to one position.* shows the employer, at a glance, what you feel is important for this position. This appears more professional. |

Develop sections based on the background and experience which you have (i.e. personal data, special skills, volunteer work, education, membership in organizations, planning, leadership, public relations).

PRODUCTION

- type your final copy on good quality paper.
- proofread for errors or omissions.
- use only good, clean photocopies.

DISTRIBUTION

- make a list of every possible contact.
- include a covering letter which introduces the resume.
- write a new covering letter for each job.
- address it to someone specific in that company.
- hand deliver or mail it directly to that person.

Every resume is a personal document. The style you develop will be unique to you, and will act as a promotional introduction to an employer. Take the time to create an effective resume that gives a good first impression.

There are several ways to format a resume.

Darcey Smith
1549 - 11 Street
Hometown, Alberta
T2A 5B6
Phone: 123-4567
Messages: 765-4321
(Between 8 a.m. and 5 p.m. with Mrs. Anderson)

Planning

As daycamp assistant, supervised and instructed students aged 4 - 12 years. Activities included games, crafts and camping exercises.

Aided a teacher in planning and conducting learning activities for kindergarten students as part of a school work experience program.

As vice-president of Central High School Students' Union, coordinated events and communicated with planning committees, teachers and fellow council members.

Leadership

Provided leadership as coach of a junior baseball team. Supervised games and practices and instructed players on rules and techniques.

Public Relations

Conducted a campground visitor survey that required direct interaction with the public.

Responsible for customer service, sales transactions and upholding standards in customer relations while working as a salesclerk.

FUNCTIONAL RESUME

- outlines previous experience according to skill areas.
- may be useful if you have little work related experience.
- easily tailored to be job specific.
- outlines skills learned or developed.

Smith
- 11 Street
Hometown, Alberta
T2A 5B6

Phone: 123-4567
Messages: 765-4321
(8:00 a.m. - 5:00 p.m.
with Mrs. Anderson)

CROSS-OVER RESUME

- combines Functional and Chronological.
- includes brief job descriptions with names and dates.
- is organized according to skill areas.

PLANNING

Daycamp Assistant - instructed and supervised children aged 4 - 12 years in games, crafts and camping skills. Assisted daycamp leader with activity plans and program evaluation. Organized special tours.
(Hometown Lion's Club, Box 97, Hometown, Alberta T5A 3Z7, July - August, 1983)

Teacher's Aid - helped a teacher plan and conduct learning activities for kindergarten students. Involved in over 80 hours of work as part of a work experience program.
(Central Elementary School, February - June, 1984)

Student Vice-President - coordinated student fund-raising and social activities. Delegated responsibilities among student committees.
(Central High School Students' Union, September 1984 - June 1985)

LEADERSHIP

Baseball Coach - organized practice and game schedules, instructed players (ages 10 - 12) on rules and techniques and supervised games, practices and tournaments.
(Westwood Community League, May - September 1984)

PUBLIC RELATIONS

Salesclerk - responsible for customer service, completing accurate sales transactions and developing merchandise displays.
(Estons, Centre Mall, 1476 - 21 Street, Hometown, Alberta T6A 3G3)

Groundsperson - participated in a campground visitor survey that required direct interaction with the public.
(Tree National Park, Box 281, Big Mountain, Alberta T2M 4Q7)

SAMPLE COVERING LETTER

1549 - 11 Street
Hometown, Alberta
T2A 5B6
June 9, 1989

Ms. P. Collins
Personnel Manager
Hometown Parks and Recreation
#206, 3876 - 5 Avenue
Hometown, Alberta
T2A 6E2

Dear Ms. Collins:

I would like to apply for the position of playground leader as advertised June 7 in the Hometown Chronicle.

Through my roles as daycamp assistant and teacher's aid, I have become familiar with the preparation of activity plans and supervision of children. As detailed in my resume, I have leadership experience both from my roles as students' union vice-president and baseball coach. My active involvement in sports has also helped me develop the energy and experience a playground leader requires.

I am available at your convenience for an interview and may be contacted at 123-4567 or messages may be left with Mrs. Anderson at 765-4321 between 8:00 a.m. and 5:00 p.m.

I look forward to hearing from you.

Yours truly,

Darcey Smith

SAMPLE CHRONOLOGICAL RESUME

Darcey Smith
1549 - 11 Street
Hometown, Alberta
T2A 5B6

Telephone: 123-4567
Messages: 765-4321
between 8:00 and 5:00
(Mrs. Anderson)

Education

1985 - 1988

Central High School - Senior Matriculation
1234 - 56 Avenue
Hometown, Alberta T1J 3Z4
Graduating June, 1989

Employment History

September 1, 1987 - Present
Part-time Employment
Supervisor: Mr. Bob Wood
Telephone: 123-9131

Salesclerk, Estons, Centre Mall,
1476 - 21 Street, Hometown, Alberta T6A 3G3
• responsible for customer service in person
and over the phone
• completed sales transactions
• developed merchandise displays

July 1 - August 31, 1987
Summer Employment
Supervisor: Ms. Joan Dons
Telephone: 123-8233

Groundsperson, Tree National Park, Box 281,
Big Mountain, Alberta T2M 4Q7
• member of 'Big Mountain' campsite
grounds-crew
• maintained campsite facilities
• conducted visitor survey and helped
compile statistics for park information
• participated in tree planting program

July 1 - August 31, 1986
Summer Employment
Supervisor: Mr. J. Snow
Telephone: 234-5678

Daycamp Assistant, Hometown Lion's Club,
Box 97, Hometown, Alberta T5A 3Z7
• supervision of children
(ages 4 - 12 years)
• instructed children in games, crafts and
camping skills
• assisted daycamp leader with activity
plans and program evaluation

(Chronological Resume Handout - Page 2)

Volunteer Experience

May - September, 1987

Baseball Coach, Westwood Community League

- organized practice and game schedules
- instructed players on rules and techniques
- supervised games, practices and tournaments

Special Skills

- Typing: 45 words per minute
- St. John's Emergency First Aid Certificate
- District Public Speaking Award for 4H Speech Competition
- RLSSC Bronze Medallion Swimming Certificate

Additional Information

- teacher's aid for kindergarten students as part of my school work experience program (Central Junior High School, February - June, 1986)
- elected vice-president for the 1986/87 Central High School Students' Union
- developed team skills by playing basketball for two years with the Hometown Hornets

References

- available upon request

Resume Writing: Describing Your Job Duties

This list of terms is designed to help you describe the duties for any particular job you have performed. Using action words provides a more effective and dynamic way of presenting yourself on a resume.

Administering Programs
Advising People
Analyzing Data
Appraising Services
Arranging Social Functions
Assembling Apparatus
Auditing Financial Records
Budgeting Expenses
Calculating Numerical Data
Checking For Accuracy
Classifying Records
Coaching Individuals
Collecting Money
Compiling Statistics
Confronting Other People
Constructing Buildings
Coordinating Events
Corresponding With Others
Counselling People
Creating New Ideas
Deciding Uses of Money
Delegating Responsibility
Designing Data Systems
Dispensing Information
Displaying Artistic Ideas
Distributing Ideas
Distributing Products
Dramatizing Ideas or Problems
Editing Publications
Enduring Long Hours
Entertaining People
Estimating Physical Space
Evaluating Programs
Exhibiting Plans
Finding Information
Handling Complaints
Handling Detailed Work
Inspecting Physical Objects
Interpreting Languages
Interviewing People

Inventing New Things
Investigating Problems
Listening To Others
Locating Missing Information
Managing an Organization
Measuring Boundaries
Mediating Between People
Meeting The Public
Monitoring The Progress Of Others
Motivating Others
Negotiating Contracts
Operating Equipment
Organizing People and Tasks
Persuading Others
Planning Agendas
Planning Organizational Needs
Predicting Future Trends
Preparing Materials
Printing By Hand
Problem Solving
Programming Computers
Promoting Events
Protecting Property
Raising Funds
Reading Volumes of Material
Recording Scientific Data
Rehabilitating People
Repairing Mechanical Devices
Reviewing Programs
Running Meetings
Selling Products
Serving Individuals
Setting Up Demonstrations
Sketching Charts or Diagrams
Speaking In Public
Supervising Others
Teaching Classes
Updating Files
Writing Reports
Writing For Publication

INTERVIEWS

The interview is the single, most important step in landing a job; it is also the point at which many jobs are lost. It involves two-way communication that allows employers to decide whether or not applicants are right for the job, and lets applicants decide if the job is right for them. Bear in mind that it is your qualifications and suitability to that particular job that are being evaluated in an interview, not just you personally. Although each interview is different, there are three basic steps you should follow:

- Preparation: familiarize yourself with the company and the job. Review your personal inventory, personal fact sheet and/or resume to refresh your memory. Anticipate questions so you can formulate pertinent answers. The "Common Interview Questions" handout can assist with this. Wear clean, neat and appropriate clothes. Go to the interview alone and arrive a few minutes early so you have a chance to compose yourself.
- Interaction: remember that you want to make a good impression on all the people at the business, including the secretaries or other employees you meet in the waiting area prior to and after an interview. Upon meeting the employer, shake his/her hand. Follow the employer's lead; do not interview the interviewer. Also be prepared for more than one interviewer (a panel) or someone to be involved that you didn't expect. Maintain eye contact and good posture because it says a lot about your attitude. Always respond in a positive manner, especially when it comes to past jobs or employers. Avoid distracting mannerisms, chewing gum or smoking. Express yourself clearly without rambling or using yes/no answers. In general, take care of all the details listed on the "Interview Checklist" handout.
- Assessment: immediately after the interview, think about how you performed and where improvements could be made. Follow-up the interview in the manner indicated by the employer (i.e. phone back or wait for the employer to contact you).

Note to centre managers: students can gain confidence and learn how to clearly describe their experiences and qualifications by doing mock interview. These can be done with you, a friend or parent. When doing this exercise, remind students that not all employers use interviews, nor are interviews all the same, so they also should practice adapting their answers to a variety of situations.

The following role play script provides an idea of how to set up a mock interview for your clients.

Office Assistant Position

- Applicant: (Knock on door. Wait for employer to answer.)
- Employer: (Open door. Extend hand for handshake.) "Good afternoon, my name is _____. Come in please and sit down." (Walk over to chair and sit down.)
- Applicant: "Thank you. My name is _____." (Sit down.)
- Employer: "I'm glad you could come for this interview." I'd like to start by asking what experience you have for this job?"
- Applicant: "I have helped set up tables and organized events at school. Also, I received work experience credits for working in the principal's office. I had to organize files, answer the telephone and type papers."
- Employer: "Why do you want this job?"
- Applicant: "I would like to be an administrator some day so I need to obtain some basic office experience."
- Employer: "Do you have any references I can contact?"
- Applicant: "Yes, here is a list of my references. I have called them and they are all willing to answer your questions."
- Employer: "When would you be able to start work?"
- Applicant: "I would be available starting Monday for after school work and weekends. Starting June 22 until the end of August, I would be available to work full-time hours. You can contact me by phoning my own or my uncle's telephone number listed on my application form."
- Employer: "Good. Do you have any questions you would like to ask?"
- Applicant: "Will I be operating any equipment on this job?"
- Employer: "Yes, you will be using a calculator and possibly a computer, but we will train you and provide you with manuals as well."
- Applicant: "That sounds interesting. When will you be deciding on this job?"
- Employer: "I will be selecting a person later this week and phoning him/her. If you don't receive a call or a letter in two weeks time, feel free to phone and find out what has happened."
- Applicant: "Thank you for your time." (Smile, shake the employer's hand and leave.)

(Note: The Interview Handout is on the next page.)

INTERVIEW CHECKLIST

Rate the candidates on a scale of 1 to 5 in the following areas (5 being the best).

	1	2	3	4	5
PREPARATION 1. Application/resume complete and well done. 2. Familiar with company operations. 3. Asked related questions. 4. Related personal experience to the desired qualifications for the potential employee. 5. References available.					
APPROACH TO THE INTERVIEW 1. Candidate was on time. 2. Appropriate dress. 3. Firm handshake. 4. Good posture. 5. Eye contact.					
PRESENTATION 1. Positive attitude. 2. Enthusiastic, willing to work. 3. Did not show an over-concern about money. 4. Communicated well. 5. Appeared relaxed. 6. Initiated discussion/asked questions. 7. Displayed good listening skills. 8. Thanked employer for the interview.					
EXPERIENCE 1. Candidate's qualifications include related experience. 2. Candidate identified experience related to the position. 3. Candidate has appropriate education. 4. Candidate is interested in further training.					

Note: This form has been simplified. Usually employers use a more detailed form and a more complex rating scale during an actual interview.

COMMON INTERVIEW QUESTIONS

On the day of the interview, be sure to dress in an appropriate manner. Concentrate on what the employer asks and respond in a business-like manner.

Anticipating the questions you may be asked is wise because it forces you to clarify your thinking and prepare concise, well thought-out answers. Be prepared for a variety of questions. Interviewers generally ask a combination of the following to determine your suitability to the business:

Tell us about yourself.

Why are you interested in this position?

What is your understanding about the nature of the job and the company?

What qualifications and experience do you have that make you feel you can do this job successfully?

What are your strong points? Weak points?

What are your future career plans?

How do you spend your spare time? Briefly outline your extra-curricular activities.

Do you like school? What courses do you like the most? The least? Why?

What jobs have you held? How were they obtained, and why did you leave them?

Do you prefer working with others or by yourself?

Are you available for shift work?

May we contact your references?

Do you have any questions about the position?

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

1. Specific questions related to:
 - orientation and training
 - type of work, duties and the responsibilities
 - hours and location of the job
 - opportunities for advancement
 - company policy and procedures
2. If you feel that everything has already been covered, a useful question might be, "Will I have the opportunity to learn to operate any new machines or develop new skills?" However, be careful how this is phrased. To say something like "Will I have to learn anything new?" sounds negative.
3. There is no hard or fast rule with respect to questions about money. Some employers will advise you to wait until the job is offered, whereas others say it is necessary to discuss salary at the interview. However, they add that you must be sure to word questions carefully so you don't leave the impression that money is the main reason you want the job.

EXPECTATIONS

On your resume and in your interview you presented a favorable image to your employer. The employer expects that you will maintain this positive image during the entire time you work with the company. You, no doubt, expect to keep the job and get a good reference from that employer. To do this, realize that sometimes things that are acceptable at school will not be viewed positively on the job. The following are general guidelines that employers like to see upheld.

- The Responsible Worker:

- dresses appropriately. Consider the type of work you'll be doing and the image of the company you are working for. Many companies have unwritten dress codes. If you are unsure of yours, check what co-workers are wearing and/or ask your supervisor.
- is punctual. Be at work on time. If you are delayed, phone and tell the employer.
- is dedicated. Come in early and stay late if required. Treat coffee breaks as the privileges they are and do not extend them.
- works 60 minutes in every hour. Limit personal phone calls and visits.
- lets the employer know well in advance about time off which might be needed to fulfill other important commitments.
- is reasonable about how much time off is taken. Most summer jobs do not allow for mental health days. If you are going to be absent from work, let your employer know within the first fifteen minutes of the regular work day.
- fulfills the term of employment. If the employer states that the job will last until August 31, accepting it knowing you will leave August 15 is not a good idea. It is best to be honest right at the start, or you risk getting a bad reference.

- The Employee Who Meets Work Standards:

- does the work he or she is hired to do.
- knows that neatness, quality and a certain quantity of work is important to the employer.
- understands what is required before beginning a task and follows instructions. Ask the supervisor or a fellow worker for clarification if necessary.
- admits mistakes. Don't try to cover up. This will only compound the problem. Instead, promptly go to your supervisor and explain the situation. Learn from your mistakes - avoid repeating them.
- is enthusiastic and willing to learn. Show initiative. If there is nothing to do, volunteer to help your co-workers. If you never do any more than you get paid for, you aren't likely to be paid for any more than what you are doing.
- is flexible. Priorities change. Be prepared to keep on top of what's important.
- thinks before acting. Don't let your enthusiasm endanger yourself or other employees.

• The Worker Who Works Well With Others:

- gets along with co-workers. More people quit or are fired from a job not because they aren't able to do the work, but because they can't get along with their fellow workers.
- is courteous to everyone and doesn't gossip.
- listens to and accepts advice when it is given.
- takes constructive criticism in stride. Remember that in most cases it is related to your work and not to you as an individual. Consider what was said and make an effort to improve your performance.
- discusses problems with the supervisor, not everyone else on staff.
- gives his/her best to every job undertaken. If you lack experience, your personality, appearance and attitude will be very important in both getting and keeping the job.

Above all, be professional. Make up in personality, appearance and attitude what you lack in experience. If you are having problems on the job, talk to someone about it. Sometimes it is our own expectations, not the job, that is the cause of the problem.

(Note: there is no handout for this section.)

V. ADVERTISING AND PROMOTIONS

Because the Hire A Student placement service is operational for only four months of each year, the public must be made aware of and continually reminded about the program's existence. This means that much of your time as a centre manager will be spent on advertising and promotions. The purpose of this chapter is to provide you with a foundation on which to build a campaign.

Keep in mind the following as you plan:

- such things as employer visits and in-school promotions are promotional tools. Review these sections in this Handbook.
- you are your best promotional tool! You can improve the image of the program by simply doing a good job. This means making the best referrals you can to employers, dressing neatly and behaving professionally. Your positive attitude and manner with employers and other community members will go a long way in increasing both your personal credibility and, by example, that of the students you represent.

A. Planning Your Promotional Campaign

Sitting down and planning a formal advertising and promotional strategy will seem to be very time consuming, especially at the beginning of the summer when there are so many other pressing things to learn and to do. However, careful and early planning is essential, and will actually save you both time and money in the long run. You can organize your time more effectively (i.e. prepare things ahead of schedule) and thus ensure that priority activities don't get omitted in the rush of an unexpected busy day or week.

The process for promotional planning can be broken down into the following steps:

- researching the community and the local Hire A Student program,
- evaluating the current situation,
- setting your objectives,
- brainstorming,
- drafting a plan,
- implementing a plan, and
- evaluating the campaign.

This is a formal process that must be committed to paper. All steps are important to development of concise and effective strategies. Review of the written plan helps you with both the evaluation of your campaign and the provision of essential information for next summer's staff. Although the program is not continuous at the local level, it is on-going, and each successive summer is built on the work of the one before.

1. Researching the Community and the Local Hire A Student Program

In order to determine effective strategies, you must know your market, which in this case is employers (including homeowners) and students.

First, read through last year's reports. What does the previous centre manager say about employers' and students' attitudes towards the world of work or towards the program itself? What forms of advertising and promotional activities worked? What didn't? What recommendations for change were made?

Next, speak with some of your committee members about both last year's reports and their perceptions about the program and the community. Do they have any suggestions or concerns regarding this year's advertising campaign? How much of the Hire A Student budget has been allocated for advertising and promotions? Are you expected to raise advertising dollars through special events? (e.g. Each year Vegreville's centre manager organizes and operates a very successful ice-cream booth at the Pysanka Festival. Part of the proceeds go to the students who work at the booth, and the rest is allocated to Hire A Student Centre promotion.)

Visit a few employers. What are their concerns or suggestions for the program? Have they been pleased with the work students have done, with the odd job promotions such as window-washes, town clean-ups, or lawn mowing? Where do they see room for improvement? What suggestions do they have? Can they help you with your advertising (e.g. ad tagging, signs in windows, cash donations, etc.)?

Talk to students as they register. What are their attitudes towards and their knowledge about the world of work? Are they interested in helping you promote the program?

Seek out additional information. Obtain dates of special community activities or events (e.g. trade fairs, festivals, sporting events, etc.). Can you incorporate Hire A Student promotional activities into these events? Are there other placement services operating in your community that may compete with your own? Are there any special groups (e.g. senior citizens) to whom you can direct your advertising?

2. Evaluating the Current Situation

From your research you can now put together a picture of where Hire A Student is regarding:

- its image in the community,
- its success placing students,
- its traditional advertising and promotional activities (i.e. newspaper columns, trade fairs, etc.),
- its resources (dollars allocated for promotions and advertising),
- possible sources of donated support,
- currently operating programs designed for students (government subsidies, etc.) which you can use to promote student hiring,
- any existing competition which may affect the student placement situation (e.g. programs to provide casual labour opportunities to the unemployed, or alternate student employment centres), and
- areas needing improvement.

You then use this information to set realistic goals and determine the starting point for your summer's public relations campaign.

3. Setting Your Objectives

Establishing what you want your advertising and promotions to achieve with both your student and employer target groups is based upon your research. For example, from your research you have learned that:

- many students are unaware of employers' basic job performance expectations. One of your objectives then may be to increase student awareness of employers' expectations.
- senior citizens in your community could really use help with lawn mowing, gardening, or housekeeping chores. With this knowledge, you could develop two objectives.
 - to target some of your advertising and promotions towards senior citizens (e.g. give a presentation at a senior citizen's drop-in centre, have a senior citizens casual labour call-in day and offer a draw for 4 hours of free labour), and
 - to increase casual job orders by 10% over last year's statistics.
- your committee considers the local newspaper to be non-supportive of the Hire A Student program. With the intention of winning the paper's support, your objective may be to develop and maintain a positive working rapport with the paper's staff. Or you may decide that a more realistic objective would be to develop an intensive flyer campaign (e.g. promotional or newsy fliers delivered to each household once a month).

Whatever objectives you develop for your advertising campaign and, ultimately, for the program, ensure that they are realistic and can be achieved, given the resources (dollars, time, community support, etc.) you have available.

4. Brainstorming

The purpose of brainstorming is to generate as many promotional ideas as possible. No idea is too silly or outrageous for this step because sometimes the wildest ones are the seeds for the most effective promotions.

People you can brainstorm with are committee members, area coordinators, newspaper editors, teachers, friends, parents, anyone! This process works well if you prepare an outline showing general headings and jot down ideas as they come up in the appropriate column.

To help you get discussion started, following is a list of techniques to reach students:

- | | |
|----------------------------|---------------------------------|
| • in school promotions | • school intercom announcements |
| • school newsletter | • bulletins sent to students |
| • newspaper advertisements | • student union endorsements |
| • signs in school buses | • letter/flyer to parents |
| • radio/TV announcements | |

- posters (at teen centres, video arcades, swimming pools, etc.)
- special registration days at school or the Hire A Student centre
- distribution of school yearbooks from the Hire A Student centre
- arranging panel discussions with employers and students

To reach employers and the community you can use:

- employer visits
- media ads
- phone solicitations
- service club/Town Council presentations
- special events (e.g. grand openings, open house, coffee breaks, etc.)
- posters placed in stores, bulletin boards and offices
- flyers distributed through Post Offices, grocery stores, fuel agencies, milk deliveries, district agriculturists and utility bills
- introductory letters sent to service clubs, businesses, town councils, clergy
- letters from the president of the local Chamber of Commerce or Board of Trade to members encouraging them to hire students
- bill board signs or signs in sport arenas or other facilities
- banners carried in parades or strung over downtown streets
- advertising on restaurant menus, table placemats, etc.
- Hire A Student stamp used on grocery bags, brochures, posters, utility bills, etc.
- thank you letters and advertisements at the end of the summer

Both lists tell you what to do. Brainstorming with other people will help you determine the ones that will be both feasible and effective in your community and, as well, give you ideas on exactly how to do them.

As you brainstorm, expect ideas for special promotions to come up. When planning such events, ensure you have a back-up plan for those that can be affected by bad weather (e.g. barbecues, ball games, etc.). You also need to have committee support and adequate manpower available to carry out plans. And finally, be sure your special promotions emphasize student capabilities as workers. Some successful promotions from past years have been to:

- ask a restaurant to donate a free lunch to an employer who has been helpful and cooperative about hiring students. Arrange to have this employer named "Employer of the Week". Have this information aired over television and radio and distributed to the print media.
- sponsor a poster contest. Offer a prize for the elementary and/or secondary student who submits the best poster. Ask the teachers to help you. They might make this a class project. Display contest entries and prizes during Hire A Student Week at local shopping centres and/or put up posters at different places throughout the summer.
- run a profile of a student in the local newspaper during a Hire A Student Week. The profile could consist of a picture of a student who was placed through your office, accompanied by a few short lines on how the student obtained the job, how valuable the Hire A Student service is, etc.

- ask media people, bank personnel and other members of the business community to wear Hire A Student buttons during Hire A Student Week, pin a button on the Mayor in front of the newspaper camera, or ask stores to put buttons on their window mannequins.
- prepare a short release directed to employers that outlines the types of students available and their qualifications. The information should be general and give only the students' first names. (e.g. Pat has excellent typing skills and two summers of experience in a business office - contact Yourtown Hire A Student office at 000-1000 for a referral.)
- approach community banks and ask them if Hire A Student stickers can be put on the bank statements. This same idea could be used on the Town's utility bills.
- produce a number of relatively small posters for employers to put on desks or windows that say such things as "I Hired a Student - Why Don't You?" or "I Hired a Student and I'm Glad I Did."
- have flyers or leaflets printed or make them up, using slogans such as: "Yourtown Foods Hires Students; How About You?" or "You'd Be Surprised What A Student Can Do For Your Organization!". Approach various outlets about including them in their shopping bags. Note that flyers can be put in householders' mail boxes or delivered through a general mail drop. Each centre must contact the local post office for a householders' permit before taking advantage of a general mail drop. Or, ask your fellow students to help you with hand delivery of the flyers.
- ask restaurants if you can set tent cards on tables or leave business cards near their cash registers.
- a die is the message that appears on a letter when it is put through a posting meter. Usually the message is supporting a non-profit organization. Ask the local post office or any other establishment with a posting meter (e.g. the Town Office) if you can have a Hire A Student slogan printed and used as a cancellation date.
- have participants in events such as Walk-A-Thons and Bike-A-Thons wear Hire A Student T-shirts.
- clean up the river bank or undertake any other public service activity that will show students helping their communities.
- enter a float in the community parade.
- hold a special night where employers can come to meet the staff and have refreshments, or have a coffee break for employers at a local restaurant or your office.
- start a student sports team (e.g. baseball) and challenge members of the media or various service groups in the community to a game. This is a great way of obtaining some free publicity.
- organize a tricycle, bathtub or outhouse race.

- put individual householders' names in a barrel. Have a publicized draw. The winner would then receive a Hire A Student staff member or student volunteer to do a householder's odd jobs for a day.
- have a car equipped with overhead speakers announce Hire A Student Week throughout the streets. Kiwanis and other service clubs could be approached for assistance.

5. Drafting a Plan

Once brainstorming is completed, you must look again at the ideas you have developed and determine exactly which ones will best facilitate achievement of your objectives and are possible to do. When drafting a general outline, consider:

- the timing of activities:
 - many service clubs recess at the end of May,
 - in-school promotions must be done before mid-June,
 - student registration and poster contest entries are more easily arranged while students are still in school, and
 - employer relation visits should be done as early as possible.
- dates of community events (e.g. fairs, exhibitions) that provide opportunities for promotional (including odd job squad) activities.
- the cost of each promotion, the time required to complete it, and if the required manpower will be available to carry it out.
- whether or not one advertisement or promotion can be used to reach both target groups.
- the local media available (e.g. radio and TV stations, newspapers).
- available "no-cost" resources (e.g. the possibility of finding freebies; asking the school or town to provide some paper supplies or copying services, etc.).
- ways to stretch promotional dollars (e.g. purchasing a rubber stamp that has your name, centre address and telephone number on it that fits the business card and can be used on the pamphlets directed to employers; cooperative advertising with the Hire A Student centres next to you, etc.).
- planning extensive campaigns to announce both the centre's opening and closing.
- any special licenses or permits that may be required for conducting promotional activities (check with your Town and/or Municipal Offices).

The final draft of your formal plan should include the following headings:

- evaluation of the current situation,
- objectives, and
- calendar of advertising and promotional activities.

Based on your previous work, the first two sections will be easy to write. For the last section, take your selected list of activities and jot down on a calendar the details of the promotions you plan to do each week. Identify exactly when you will make community contacts (i.e. service clubs, newspaper editor, etc.). As well, note the dates of national or province-wide Hire A Student promotions so that you can coordinate activities in your community. If you wish a more detailed calendar, use the "five W's" as headings and include all the information you find necessary, as per the following example.

When	What	Who	Why	Where and How
May 7-30	Poster Contest	Students & Employers	Develop awareness of HAS amongst students/employers community	Secondary Schools, coordinate with teachers; poster judging at Trade Fair on May 30 by the mayor and committee chairperson; arrange for donation of 3 prizes.

Show your final plan to your committee for their input and approval, then incorporate the necessary information into your overall summer work plan.

6. Implementing the Campaign

Things to consider when implementing the plan are:

- promotional materials and projects should catch the attention of your audience. Include all necessary information such as centre location, phone number and hours of operation, and clearly explain the purpose of Hire A Student.
- to arrange for printing, billing, distribution of materials, and dates for service club presentations and school visits.
- be sure to clear your projects (e.g. town clean-ups, car washes, etc.) with town officials, etc.
- replace posters often so people do not become so accustomed to seeing them that they stop looking.
- wind up your campaign by preparing thank-you letters and media announcements. Include a brief report on local Hire A Student statistics and activities and invite your community to participate next year. This will help Hire A Student get off to a strong start the following year.

7. Evaluating the Campaign

It's important that you assess your campaign and note for next year's staff what worked, what didn't, and why. There are various ways to determine what the community thinks of Hire A Student. Discuss the program with employers, students and your committee, and survey other community members by telephone or mail-in questionnaires. Carefully word your questions so that you avoid "yes" and "no" answers. For example, ask how they heard about Hire A Student. Their answers will help determine what advertising and/or promotions were most effective.

The evaluation in your final report should also include comment on posters, pamphlets, etc. provided by the federal and provincial governments so that materials used province-wide can be revised (or discarded) if they are not having maximum effect.

B. Media Tips

1. Credit Line for Advertisements

All ads should include the Hire A Student logo with appropriate same size credit lines as in the example on the left.

HIRE A STUDENT

Sponsored by:
Local Community Groups
Alberta Chamber of Commerce
Employment and Immigration Canada
Alberta Career Development and
Employment

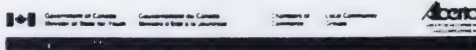
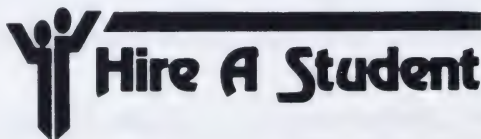
HIRE A STUDENT

YOURTOWN

ADDRESS
PHONE NUMBER
CENTRE MANAGER

However as advertising space is expensive, many committees use the variation for local advertisements shown on the right side of this page.

The following is recommended for any advertisements that are paid partially or totally with federal funds.



Again, find out your committee's preference with respect to logos on advertising.

2. Ad Tagging

This involves obtaining consent to place the Hire A Student slogan on the bottom of a regular business advertisement or to include a promo within the body of the ad, such as:

This Employer Hires Students. Why Don't You?
or
Have a Young Summer - Hire A Student
or
Lessen Your Work and Lessen Your Worry
Hire A Student This Summer

3. Use of Pictures or Cartoons

One picture is worth a thousand words! Photographs submitted to newspapers should be black and white with a glossy finish and no smaller than 4" x 5". Always accompany the photo with a descriptive and interesting caption, including the names of people in it and the address of the Hire A Student office.

The use of cartoon characters is also a good way to catch the reader's eye. However, be aware that most popular cartoons have a copyright and should not be duplicated exactly. You could change some feature or, better yet, make up your own.

4. News Releases

If you provide news, you'll get coverage. Let people know what you are doing. If you have the support of the editor, consider writing a weekly newspaper article. In past years centre managers have found that people stop them in the street to comment on the articles.

Written articles or news releases submitted to your local paper are excellent ways to promote specific events. When writing a news release, keep the following in mind:

- know the press deadlines.
- be able to recognize the difference between news items and advertising copy.
- remember the reader. When mentioning dates think in terms of when the articles will be read.
- avoid redundancy. For example, "Thursday morning August 5th" should read in weeklies as "last Thursday morning".
- use short paragraphs. Write the most important information first.
- aim for immediateness. Use "is" instead of "was".
- stress the "free" service.

- put in a sense of emergency. Get people excited and moving. For example, "students should register as soon as possible" or "business firms should put in their orders without delay".
- be positive. Don't "hope" or "anticipate".
- when using catch phrases, use quotation marks or capitalize (e.g. HIRE A STUDENT).
- don't lump peoples names together in one sentence; spread them throughout the release.
- ensure that figures and phone numbers are correct and that all names are spelled correctly.
- if you plan to do a series of articles during the summer, make them sequential and be sure the Hire A Student centre location, hours of operation and telephone number are included in each one. For example, in May do an article explaining Hire A Student to the community and list current committee members. Follow it up with an article introducing Hire A Student staff. Then provide student and employer oriented features (e.g. writing resumes, employer expectations, etc.). August articles could include the closing date of the office, a thank-you to the community for its support and a report on Hire A Student activities for the year. Throughout the summer, mention any special jobs or special needs the Hire A Student office has.
- check your centre's files from last year and the samples at the end of this chapter for other ideas for articles.
- following are examples of a poorly and a well-written article:

ORIGINAL RELEASE

The Boomerville Hire A Student Casual Job Pool was in full swing on Thursday morning, August 5th, as they hit the local business sidewalks in full force with their trusty brooms. A total of 25 Boomerville businesses gave active support to the Side Walk Clean-Up Blitz. The eager beavers raked in a whopping sum of \$4.25 each from their morning venture and would like to thank all the participating employers for their support. There is no doubt that they've got the cleanest walks in town.

THE SAME RELEASE REWRITTEN

The Boomerville Hire A Student Casual Job Pool is in full swing. Last Thursday they hit sidewalks in front of local businesses in full force. A total of 25 business firms gave active support to the Side Walk Clean-Up Blitz, enabling the broom brigade to rake in \$44.00 for its morning venture. The participating employers are those with the cleanest sidewalks in town!

5. Radio

Radio stations are community minded and welcome opportunities to participate in worthwhile projects. They have a big appetite for news, especially about local happenings. Keep them informed about Hire A Student activities (i.e. the placement of a student in an "odd-ball" job). Let them know about local labour market conditions, especially when students begin to enter the work force. This is an excellent time to tell radio stations that you have some tips for students seeking work (e.g. how to hunt for a job, write a resume, etc.). Remember that broadcasters face heavy demands and will be pleased if you can offer them solid ideas for informational programming.

There are usually several different advertising packages available from local radio stations. The cost of an ad varies according to the desirability of the time spot. See if the station has a "rotation of spots" package, which plays your ad at different times during the day. This allows the message to reach several different listening audiences, and usually costs less than "prime time" advertising.

The following are examples of Public Service Announcements you might ask your local radio station to use.

"You've got a job to be done? We've got the workers. Your local Hire A Student Centre is ready to find you the help you need - fast. Students can be a real asset - an asset to any size business - for a day, week, or a summer. Students are energetic and capable workers. Maybe you've been missing out on a good thing. Call the Hire A Student centre at 000-1000 to arrange for a fresh approach this summer. Hire A Student today. 000-1000."

"Need a job this summer? Don't know where to look? Hire A Student can help. It's a program for students. We have interesting positions open in many different fields. So, if you are a student, and want a job for an hour, a day, a week or a summer, come down and register with Hire A Student in the Town Office, or call 000-1000 for more information. That's Hire A Student, 000-1000."

"Yourtown Hire A Student centre is pleased to announce their Grand Opening to be held Wednesday, May 7th. In attendance will be representatives from various levels of government. Ceremonies begin at 2:00 p.m. at the Hire A Student centre at 101 - 4th Avenue. Coffee and doughnuts will be served. That's Hire A Student's Grand Opening, Wednesday, May 7th, 2:00 p.m. at 101 - 4th Avenue. Everyone is welcome."

6. Television

Television coverage may be obtained in ways such as:

- sending news releases to your local television station. Your information may interest a reporter to do his/her own news item about your centre.
- finding out the names of the producers of local "talk shows" and offering to be a guest. Note that one telephone call to a station is not enough. Each program works independently and it is up to each producer to decide the content of his/her program.

- submitting public service announcements on various important Hire A Student events. If you give the station some lead-in time, they may film the activity for you.

As well, most cable television operators set aside a channel for local programming and are often willing to help local groups produce programs free of charge. You can ask the operator whether the station could insert a Hire A Student slide during program breaks. A slide suitable for TV could include the Hire A Student logo, centre phone number, address and hours of operation. Or ask them to run a line across the bottom of the screen that gives the Hire A Student centre address, phone number and hours of operation.

Good luck with your advertising and promotions campaign!

VI. DETAILS OF MANAGING A HIRE A STUDENT CENTRE

Both the federal and provincial governments produce program specific supplies, forms and promotional materials to assist you in your operations. As well, training is provided on the use of these materials and on the administrative responsibilities of your job. Should your centre open prior to your training session, this section provides the basic information you need to get started.

A. Available Supplies and Resource Materials

The usual practice is to give a box of materials to each centre manager at the training session. Area coordinators will handle any re-orders during the summer.

1. From Alberta Career Development and Employment

- Hire A Student Handbook
- Business Cards (rural centres only)
- Letterhead and Envelopes
- Thank You Cards and Envelopes
- Certificate of Appreciation
- Hire A Student Posters: 11" x 14"; 15" x 20"
- Hire A Student Stickers
- Pencils and Rulers
- Hire A Student Balloons
- Reference Materials (information on Employment Standards and Human Rights legislation, Career Information Services publications, etc.).

2. From Employment and Immigration Canada

- Hire A Student Flyers for businesses and homeowners
- Lapel Pins
- Placemats
- T-Shirts (limited quantities)
- "Tips For Interview" pads
- Hire A Student Memo Pads
- Hire A Student Buttons
- Fridge Magnets and Mugs
- Name Tags and Camera Film
- Student Registration Cards
- Employer's Order Form
- Summary of Employer Visit Form
- Order Register
- Job Cards
- Referral Notice or Introduction to Employer Form
- Local Canada Employment Centres will also have available small displays, Director's chairs, and fillers for newspapers (logos and silhouettes).

B. Setting Up the Centre

The organization of your office is an important consideration. Keep it orderly, bright and attractive. Have a place for everything and everything in its place. You want both students and employers to feel confident in your service as well as comfortable when visiting the centre.

Following are some ideas you may find helpful in setting up your office. Try new ideas as well. If they work, be sure to tell your resource people.

- Ensure public awareness of the centre location by placing a Hire A Student poster with hours of operation and phone number on the closest wall, window, or door outside your office.
- No matter what size office you have, there is always room on the front of the desk or the wall or pillar behind your chair to put up posters. Display ready made posters or better yet, show off the prize winners from your own poster contest.
- Use large pieces of bristol board and design your own "how to ..." poster. A poster on "How to fill out a Student Registration Card" not only looks attractive, but is a time saver if you have a number of students registering at once.
- For both your own and student references, it's a good idea to post a copy of the "Employment Standards" near your desk. If an employer calls in to place an order below minimum wage, having the bulletin close at hand lets you read exact wording of the regulation to him/her. This prevents misunderstanding.
- Place reference pamphlets on your desk, an empty table or on a pamphlet stand for easy access for students and employers coming into the office. Include materials on post-secondary education programs, government programs, job search techniques, employment standards, human rights, student services (e.g. hostels, clinics), and in the larger centres, maps and bus schedules.
- Locate an inexpensive cork board to place on your wall. Post active job cards on the board so the students have an idea of what types of jobs are available through Hire A Student. You could also set aside a corner of the cork board for the name of an employer or student of the week.

C. Written Reports

1. **Log Book**

Keeping a daily record of Hire A Student activities makes a centre manager's job much easier. As the summer progresses, you will need to refer back to what happened, and when. For example, you might want to know what day you put up posters, when an employer phoned, or what employers supported Hire A Student by providing free advertising. Having this detail will help you arrange repeat activities, prepare monthly and final reports and verify what has happened.

Be sure to include your comments and recommendations in the log book, as well as addresses and telephone numbers for contacts made that day for future references.

Examples of log book entries are:

April 27 - first day in the office. Met with the committee chairperson for orientation and started reading last year's records and the Handbook. I do not understand Chapter One.

May 2/3 - attended training session. Understand the Hire A Student organization better, need to check some details out with my committee.

May 4 - opened the office. Was overwhelmed by the number of students and job orders. Called Ms. Black (234-9121) to clarify presentation details for the Kinettes.

2. Monthly Report

The monthly report summarizes office activities, successes and difficulties encountered, and lists recommendations. Information for it is obtained from your daily log and publicity books. These monthly reports are most important in providing ideas and direction to committees and future Hire A Student staff. Submit your report no later than the fifth working day of each month (June, July, August) to your committee chairperson and, if requested, your area coordinator. Retain a copy of each monthly report for your centre files. You are not required to send a monthly report to the provincial Hire A Student Consultant, unless specifically requested by them to do so.

Useful suggestions when preparing reports are to:

- set aside a specific day every month to prepare your report. You may wish the completion of this report to coincide with the monthly statistics report; this is acceptable as cutoff dates for statistics occur before the fifth working day of each month.
- keep a file for observations and notes that could be of interest to the readers of the report.

Details of how to complete effective reports are shown on the next two pages. Once it is completed, double check that you have:

- put down the town's and centre manager's names, and the month and year on the first page of the report.
- included samples of your work (e.g. articles, press releases, advertisements, newspaper clippings, copy from radio or television, photographs of your activities, etc.) and have retained originals of each to send with your final report to the appropriate provincial Hire A Student Consultant.
- included all the headings shown on the format in your report, indicating those not applicable to that month's activity by writing N/A.

Note that a complete monthly report package includes the narrative report and copies of both the monthly financial statement (if required by the committee) and statistical report.

MONTHLY NARRATIVE REPORT FORMAT

<u>Community Name</u>	<u>Month and Year of Report</u>	<u>Centre Manager's Name</u>
HIGHLIGHTS	<ul style="list-style-type: none">- choose between three and five of the most important events or accomplishments of the reporting period and list them in point form. Set them off from the main body of the text. These points should receive further elaboration in the main body of the text.	
STATISTICS AND OFFICE ACTIVITY	<ul style="list-style-type: none">- summarize monthly statistics to date.<ul style="list-style-type: none">include comments such as whether registrations are up or down as compared to the previous month and the previous year, and your explanation for such changes.- indicate where most of the placements are coming from. Are they part-time or full-time, are they from business, farm or homeowners, etc.?- discuss which age group (secondary or post-secondary) is most active and most successful in finding employment.- include a paragraph on the amount of job search information provided to individual clients (e.g. number of students involved, length of time spent on this activity, information covered and other pertinent comments).	
ADVERTISING AND PROMOTIONS	<ul style="list-style-type: none">- include comments, statistics and evaluations on employer visits, in-school promotions, service club presentations and media events.- attach copies of print promotions (e.g. newspaper ads, flyers, etc.) and comment on their effectiveness.	
JOB CREATION	<ul style="list-style-type: none">- record the activities of the odd job squad or any "make work" projects. Include the following headings:<ol style="list-style-type: none">1. Type of Job Creation Activity - e.g. car wash2. Organizer and Host of Event - e.g. Joe's Gas Shop3. Date and/or Length - e.g. July 11 - 9:00 a.m. - 6:00 p.m.4. Number of Students Involved - number participating in actual event.5. Number Utilizing the Service - e.g. 10 cars washed6. Profits - recording this depends on how the participating students were reimbursed. For example:<ul style="list-style-type: none">- a car wash generated total receipts of \$100.00 of which \$30.00 was spent on supplies (soap, sponges) and the remaining \$70.00 divided among the number of students participating.- if no profits were received (e.g. volunteer town clean-up), record this as a community service activity.7. Job Creation Recommendations	

FEDERAL/PROVINCIAL/CHAMBER/
COMMUNITY COOPERATION

- provide comment on the amount and type of interaction with the various groups, including the resources and supplies provided by each.

COMMITTEE INTERACTION

- record the amount and kind of contacts that occurred during the reporting period, both informal (e.g. over the phone, over coffee) and formal (e.g. all members together at one place at one time).
- include topics discussed, decisions made and problems resolved (or attach a copy of the minutes).

OTHER

- put in other important items here, or indicate where you require further assistance.

RECOMMENDATIONS

- provide comments, suggestions and improvements for the local or provincial program.
- mention things you would do differently if you had the opportunity.

3. Financial Statements

The centre manager may be responsible for keeping up-to-date financial records so that the committee knows what resources are necessary for Hire A Student operations. This allows them to plan properly, and ensure that adequate dollars are made available for the following year's program.

Monthly financial statements are easy to do if you:

- ask your committee for an explanation of the provincial funding agreement, especially with respect to budget item allocations.
- find out from your committee how they want you to record financial information.
- ask the committee who the "legal entity" is (i.e. who holds the Hire A Student funds for the committee). The legal entity can be a City, Town, County or Municipal District office, Chamber of Commerce or another service club.
- find out if there is one Hire A Student account or two (i.e. some centres have the legal entity hold the provincial funding support monies but set up a separate bank account for cash received from other sources).
- arrange a meeting with the representatives of the legal entity to develop a system that is convenient for both of you (i.e. how and when to submit bills, receipts, time sheets, etc.; how to record petty cash; how to set up your records).

- know that the legal entity may be unable to provide information at the time you need it. For example, their accounting system may be set up to summarize July expenditures on August 9th, but you need the information by August 2nd. As well, the legal entity often provides resources that are not charged to Hire A Student, but are in fact a donation to the program. Ask them how you should handle these kinds of cases.
- note that your committee, together with the legal entity, must submit a year end financial statement by October 31 of each year, detailing the summer's expenditures. Make their job easy; ensure that they understand the system you used for the monthly statements.
- immediately record on page 2 of the monthly financial statement anything anyone gives you (i.e. advertising, paper, pens, etc.). This will serve as a reminder to write thank-you notes.

Your job will be easier if you understand what the terminology means. Check with your committee to see if the following definitions specific to Hire A Student financial procedures fit your local operations:

- a financial statement is a report that tells where your resources (revenue) came from, and how you spent them (expenditure).
- resources can be either:
 - cash revenue, the actual dollars, cheques or money orders received by Hire A Student (e.g. a service club gives you a \$15.00 cheque). Expenditure for cash revenue means how you spent these dollars. For example, you may pay \$30.00 for a newspaper ad. Your wages and employee benefits are also cash expenditures.
 - donations in kind, the items you don't get billed for. This can be sponsored advertising, telephone and utilities, office space, supplies, etc.
- opening balance: on the first statement you do, this will be any money left over from last year's operations. Thereafter it will be the "net" from the previous month's statement.
- surplus/deficit: if your revenue is greater than your expenditures (i.e. you've got money left over), then there is a "surplus". If your revenue is less than your expenditures, then you have a "deficit" or "loss", and you put brackets around the final total.

You will find it easier to keep separate records for cash revenue and for donations. The next two pages provide a suggested format and a two page monthly financial statement that you can photocopy and use. Be sure to show it to your committee to see if the format is acceptable to them. If not, get specific instructions from them on how to keep these records.

MONTHLY FINANCIAL STATEMENT
CASH REVENUE AND CASH EXPENDITURES

_____ HIRE A STUDENT FOR THE PERIOD _____ TO _____, 19__

OPENING BALANCE _____

REVENUE RECEIVED DURING THIS PERIOD

Alberta Career Development & Employment	_____
Chamber of Commerce	_____
Town Council	_____
Other (Specify)	_____
_____	_____
_____	_____
_____	_____

TOTAL REVENUE _____

EXPENDITURES DURING THIS PERIOD

Wages	_____
Employee Benefits	_____
Employee Travel Expenses	_____
Advertising	_____
Miscellaneous (specify other expenses for which dollars were paid out of the Hire A Student account)	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL EXPENDITURES _____

NET (opening balance plus total revenue minus total expenditures) _____

* Net becomes the Opening Balance for the next month's financial statement.

MONTHLY FINANCIAL STATEMENT
CASH REVENUE AND CASH EXPENDITURES

Yours town HIRE A STUDENT FOR THE PERIOD May 4 TO May 31 , 1987
OPENING BALANCE (i.e. from 1986 operations) \$ 30.00

REVENUE RECEIVED DURING THIS PERIOD

Alberta Career Development & Employment \$2400.00
Chamber of Commerce 50.00
Town Council
Other (Specify)

TOTAL REVENUE

\$2500.00

EXPENDITURES DURING THIS PERIOD

Wages \$ 180.00
Employee Benefits 18.00
Employee Travel Expenses 32.00
Advertising 30.00
Miscellaneous (specify other expenses for which dollars were paid out of the Hire A Student account)
Postage \$ 8.00
March Recruitment Ad 45.00
Telephone (long distance) 5.00

TOTAL EXPENDITURES

\$ 318.00

NET (opening balance plus total revenue minus total expenditures) \$2182.00

* Net becomes the Opening Balance for the next month's financial statement.

MONTHLY FINANCIAL STATEMENT
CASH REVENUE AND CASH EXPENDITURES

Yours town HIRE A STUDENT FOR THE PERIOD June 1 TO June 30 , 1987
OPENING BALANCE \$182.00

REVENUE RECEIVED DURING THIS PERIOD

Alberta Career Development & Employment
Chamber of Commerce
Town Council
Other (Specify) \$ 40.00
Kinetics Club

TOTAL REVENUE

\$2222.00

EXPENDITURES DURING THIS PERIOD

Wages \$270.00
Employee Benefits 27.00
Employee Travel Expenses 4.00
Advertising 42.50
Miscellaneous (specify other expenses for which dollars were paid out of the Hire A Student account)
Material for parade 40.00
Postage 10.00
Printing Flyers 15.00
Telephone (long distance) 2.50

TOTAL EXPENDITURES

\$ 411.00

NET (opening balance plus total revenue minus total expenditures) \$1811.00

* Net becomes the Opening Balance for the next month's financial statement.

MONTHLY FINANCIAL STATEMENT

DONATIONS RECEIVED

YOUR TOWN	HIRE A STUDENT FOR THE PERIOD	June 1	TO	June 30,	198

NAME OF DONOR

WHAT WAS RECEIVED

2000

2 Dinners

2. Concept of a

Poster Paper

1

3

From the sample completed statements shown, note that you can have the same item on both pages. For example, while the bulk of your office supplies will be donated, you may have to buy special items during the summer. It is also quite common to have the telephone donated, but to have to pay for long distance charges.

4. Statistical Reports

These reports will be discussed at the training session.

5. Final Report

When your centre closes, a final report is submitted to the committee, the appropriate provincial Hire A Student consultant and to your area coordinator. This report will influence future operations, so make it as detailed as possible regarding your office successes and failures, and put in all your recommendations. Include a summary sheet listing these recommendations for readers' easy reference.

Your report should include:

- title and year (e.g. Spirit River 1989 Final Report)
- name of centre manager (and other staff if applicable), home address, phone number and year of education.
- location of centre.
- dates and hours of operation (full and part-time)
- location of previous year's files.
- committee contact for next operational year (name, address, phone number). Confirm this contact and ensure that they are willing to receive the next year's funding support applications.
- using the monthly report headings (i.e. advertising and promotions, job creation, etc.) as a guide, summarize and evaluate your activities, and provide comment and/or recommendations on each area.
- final statistical reports.
- originals of your public relations materials.
- comment on this Handbook (especially on areas that were unclear).
- comment on the effectiveness of supplies and other materials provided by both governments.

D. Records

You want to leave detailed information for your committee and future Hire A Student staff. A good rule of thumb for setting up your records is to include the kind of information that you found useful when you started work.

To keep everything intact, past student staff have set up files or used a three-ring binder organized into the sections below:

1. Correspondence

Keep copies of letters sent (e.g. to employers, service clubs, etc.) and those received.

2. Reports

Retain a copy of monthly written, financial and statistical reports and the year-end final report. Be sure each one specifies the month, year and town/city name. (e.g. Cochrane May 1989 Monthly Report, Cochrane 1989 Final Report, etc.)

3. Publicity

Collect the newspaper articles, advertisements, flyers, handouts and/or pictures of the Hire A Student promotional activities you arranged during the summer. Indicate the date and the results or drawbacks. (e.g. "This copy of the opening ad for the centre was placed in the May 16 paper. Next year it should be placed a week earlier so that it doesn't coincide with a long weekend when people are planning to go out of town.")

The publicity section is a good reference for you when writing monthly reports. It is also an excellent source of ideas on how to set up an effective promotional campaign for future Hire A Student staff.

E. Closing the Hire A Student Centre

By August you will have compiled a wealth of information to leave for next year's staff. Don't let it get lost. Place the files at some readily accessible place in the town (e.g. the Town Office) and inform the next year's committee contact person of the location. Be sure that boxes containing the files or binders are well marked and state that they should be held until 1990, to avoid any janitorial problems which occur from time to time.

In addition to leaving behind a complete and comprehensive set of files, the following activities should be undertaken before closing your office:

- announce the closing of your office in the newspaper one or two weeks in advance.

- send thank you cards or letters to local media (newspaper, radio, etc.), donors, committee members, employers and any other "special" people.
- submit an open "thank-you letter" to the newspaper editor, to all employers, students, and others involved in Hire A Student.
- send Certificates of Appreciation to very special people (if possible, purchase frames for the certificates).
- hold a special event to recognize participants' efforts.
- arrange a final committee meeting at which recommendations and next year's program can be discussed. Invite your area coordinator and other resource personnel to attend. Agenda items could include hours of operation, starting and closing dates, advertising and hiring for student staff, budgeting, office space, committee membership, evaluation of advertising materials, etc. Additional recommendations made at this meeting should be included in your final report.
- ensure that all job orders have either been filled or that you have advised the employer that you are unable to fill the order. Cancel unfilled orders.
- make sure your office is left clean.

F. Getting Down to Work

Now that you have an indication of what Hire A Student involves, it's time to get to work. The key to a successful summer is careful planning. Frequent reference to a summer work plan will help keep you on target. And remember, don't hesitate to include new and different ideas as you think of them.

As you go about your job, remember that one of Hire A Student's aims is for you, as a centre manager, to develop skills and gain experience that you will find useful throughout your career. Use this summer to learn and to grow. The more you put into your job, the more you will get out of it.

Last but not least, remember that federal and provincial Hire A Student resource personnel are ready to help you and you are only a telephone call away.

HAVE A GOOD SUMMER!

